



DIAGNOSTIC REVIEW REPORT

FOR

MYERS MIDDLE SCHOOL

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Louisville, Kentucky
40218

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January 27-29, 2014



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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Documents and artifacts • Self-Assessment • Executive Summary • Student performance data from 2012 and 2013 School Report Cards • Principal interview • Stakeholder interviews • 2012 KDE Leadership Assessment 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Documents and artifacts • Self-Assessment • Executive Summary • Student performance data from 2012 and 2013 School Report Cards • Principal interview • Stakeholder interviews • 2012 KDE Leadership Assessment 	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Documents and artifacts • Self-Assessment • Executive Summary • Student performance data from 2012 and 2013 School Report Cards • Principal interview • Stakeholder interviews • 2012 KDE Leadership Assessment • Improvement Plan 	2

Indicator	Opportunity for Improvement
1.1	Establish a systematic process to review, refine, and communicate the school's purpose and direction. Ensure that these formal statements of purpose and direction are reviewed and revised using an established schedule, i.e., annually.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 72% agree or strongly agree with the item, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders," suggesting that about one-fourth of the staff disagree or are ambivalent as to the process being highly collaborative.
- Student survey results indicate that 67% agree or strongly agree with the item, "In my school, the purpose and expectations are clearly explained to me and my family," suggesting that about one-third of the students disagree or are ambivalent with regard to this statement. The data suggests that the process to involve and inform parents in the review and revision of the purpose statement may not be systematic.
- Parent survey results indicate that 67% agree or strongly agree with the item, "Our school's purpose statement is formally reviewed and revised with involvement from parents," suggesting that about one-third of the parents disagree or are ambivalent about this statement. The data suggests that the process to involve and inform parents in the review and revision of the purpose statement may not be systematic.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated no systematic or formalized process for the development, review, revision, or communication of the school's purpose statement. Similarly, several internal stakeholders stated that they were not involved with the revision of the purpose statement.
- Parents reported through interviews that the school's purpose statement was shared with them several months ago.
- Administration interviews indicated the purpose statement was shared with the faculty after it had been revised by a smaller group of staff members. The principal stated that the purpose statement most likely will not change, indicating that a periodic review and revision of the school's purpose is not a systematic process.
- Administrators reported that students recite the school's purpose statement each day as part of the school's announcements, and that while students recite it, they do not understand the meaning of the purpose statement.

- Students shared that they were not aware of the school's purpose and that they were not involved in the revision of the purpose statement.
- The review of documents and artifacts revealed that the school's formal statement of purpose and direction was not reviewed or revised with involvement from a variety of stakeholders and that a formal, systematic process to garner stakeholder feedback was not conducted during the revision of the purpose statement.
- The review of documents and artifacts revealed that the school does not have a formal or systematic Communication Plan for sharing and receiving feedback from its external stakeholders.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
1.2	Design and implement new strategies that will establish an instructional culture that has a strong and consistent focus for providing students with learning environments and instruction that challenges their thinking and develops a depth of understanding, and promotes critical thinking as well as the application of skills to improve learning, thinking, and life skills. Ensure that high expectations for student achievement and behavior are consistently understood and implemented by all teachers and staff.
Rationale	

Student Performance Data:

- Student performance data suggests that school leadership and staff have not committed to a culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Achievement data points to the lack of effective instructional practices being implemented systematically across the school that address areas such as differentiation, high expectations for learning as evidenced through rigorous coursework, opportunities for students to engage in critical and higher order thinking, etc.
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.

- The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
- The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
- The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
- The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- Student performance lags significantly behind that of Jefferson County and Kentucky middle schools, as illustrated in the chart above, for most assessments. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Students were provided with opportunities to revise or improve their work based on teacher feedback in 30% of the classrooms.
- Students were observed with opportunities to revise or improve their work based on teacher feedback in 50% of the classrooms.
- Students responded to questions that require higher order thinking in 15% of the classrooms.

- Students were provided exemplars of high quality work in 5% of the classrooms.
- Students were engaged in rigorous coursework, discussions, and/or tasks in 25% of the classrooms.

Stakeholder Survey Data:

- Staff survey results indicate that 72% agree or strongly agree with the item, ““Our school's purpose statement is based on shared values and beliefs that guide decision-making,” suggesting that the majority of the staff believe the purpose statement guides school decision-making.
- Student survey results indicate that 62% agree or strongly agree with the statement, “In my school, a high quality education is offered,” suggesting that about one-third of the students do not feel they are receiving a quality education.
- TELL Kentucky survey results indicate that 62% of the teachers disagree or strongly disagree that school administrators consistently enforce rules for student conduct.
- TELL Kentucky survey results indicate that 53% of the teachers disagree or strongly disagree that the teachers consistently enforce rules for student conduct.
- TELL Kentucky survey results indicate that 46% of the teachers disagree or strongly disagree that they are involved with school improvement planning.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated that teachers participate in regular PLC meetings, but the school administration does not require the use of a structured protocol or appropriate and consistent documentation for these meetings.
- School staff shared that communication is inconsistent across the school regarding shared values and beliefs about teaching and learning, particularly between the Success Academy and the Character Academy.
- The review of documents and artifacts revealed that the school’s PLC process lacks a structured protocol that prompts communication regarding best practices for teaching and learning and carries forward a common message across the building, particularly between Academies.

Other pertinent information:

- The school rated itself as a 2 on the Self- Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
1.3	Establish a systematic and formalized process to involve various stakeholder groups in the development of the continuous improvement plan and a formalized method to communicate the plan’s progress and outcomes.
Rationale	

Stakeholder Survey Data:

- Parent survey results indicate that 78% agree or strongly agree with the item, “Our school has established goals and a plan for improving student learning,” suggesting that the majority of the parents believe the school has a plan to improve student learning. In a related survey item, 70% of the parents agree or strongly agree with the statement, “Our school communicates effectively about the school's goals and activities,” suggesting that about 25% of the parents are ambivalent toward or critical about how the school communicates improvement planning and results.
- TELL Kentucky survey data indicates that 74% of the teachers disagree or strongly disagree that parents/guardians are partners/ influential decision makers in the school.
- TELL Kentucky survey data indicates that 57% of the teachers disagree or strongly disagree that parents/guardians know what is going on in the school, suggesting that a formalized method for communicating with stakeholders does not exist.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated that no systematic or formalized process was executed to develop the continuous school improvement plan (CSIP).
- Parent interviews indicated that the CSIP was shared with them after it was created by a group of internal stakeholders.
- The review of documents and artifacts revealed that the school has not developed or executed a formal, systematic, and consistent process for communication with its stakeholders.

Other pertinent information:

- The school rated itself a 2 for this indicator on the Self-Assessment, which aligns with the team’s findings.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of

accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	1.3

Indicator	Source of Evidence	Performance Level
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Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none">• Diagnostic Review Self-Assessment• CSIP• Stakeholder Interview• KDE Report Card• Review of documents and artifacts• Stakeholders Surveys• Previous KDE Leadership Assessment• ELEOT Classroom Observations	1
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• Diagnostic Review Self-Assessment• CSIP• Stakeholder Interview• KDE Report Card• Review of documents and artifacts• Stakeholders Surveys• Previous KDE Leadership Assessment• ELEOT Classroom Observations	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Diagnostic Review Self -Assessment • CSIP • Stakeholder Interview • KDE Report Card • Review of documents and artifacts • Stakeholders Surveys • Previous KDE Leadership Assessment • ELEOT Classroom Observations 	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Diagnostic Review Self- Assessment • CSIP • Stakeholder Interview • KDE Report Card • Review of documents and artifacts • Stakeholders Surveys • Previous KDE Leadership Assessment • ELEOT Classroom Observations 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Diagnostic Review Self- Assessment • CSIP • Stakeholder Interview • KDE Report Card • Review of documents and artifacts • Stakeholders Surveys • Previous KDE Leadership Assessment • ELEOT Classroom Observations 	2
2.6	<ul style="list-style-type: none"> • Leadership and staff supervision and evaluation processes result in improved professional practice and student success. 	<ul style="list-style-type: none"> • Diagnostic Review Self- Assessment • CSIP • Stakeholder Interview • KDE Report Card • Review of documents and artifacts • Stakeholders Surveys • Previous KDE Leadership Assessment • ELEOT Classroom Observations 	2

Indicator	Opportunity for Improvement
2.2/2.3	Engage in activities that will build capacity of the Advisory Council to effectively lead and carry out its role when reinstated as a SBDM Council in the future. Utilize available Kentucky Department of Education and district resources to provide training as well as formulate guidelines and procedures for the effective operation of the Advisory Council.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 69% agree or strongly agree with the item, “Our governing body or school board complies with all policies, laws, and regulations,” suggesting that one third of the staff is ambivalent toward and/or does not agree that the governing body is complying with all policies, laws and regulations.
- Parent survey results indicate that 66% agree or strongly agree with the statement, “Our school’s governing body operates responsibly and functions effectively,” suggesting that over one third of the parents are ambivalent toward or disagree that this condition exists.

Stakeholder interviews, document and artifact review:

- Interviews with Advisory Council members indicated that required SBDM trainings have not been completed.
- Administrators shared that the Advisory Council has not completed the required training.
- The review of documents and artifacts revealed that the SBDM Policy Notebook did not contain documentation of revisions of policy by the current Advisory Council.
- The review of documents and artifacts revealed documentation for only two Advisory Council meetings during the 2013-2014 school year.

Other pertinent information

- The school rated itself as a 1 on the Self-Assessment for Indicator 2.2.

Indicator	Opportunity for Improvement
2.4/2.5	Evaluate the effectiveness of current systems and processes used by the school to engage stakeholders in support of the school's purpose and direction. Use the results of this evaluation to improve stakeholder communication and engagement in shaping decisions, providing feedback to school leaders, working collaboratively on school improvement efforts, and serving in meaningful leadership roles, etc.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 47% agree or strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning," suggesting that the majority of staff cannot confirm the use of supervisory feedback.
- Parent survey results indicate that 68% agree or strongly agree with the statement, "Our school shares responsibility for student learning with its stakeholders," suggesting that 32% of the parents are ambivalent toward and/or disagree that the school involves them in their children's educational process.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated a lack of parental engagement in activities designed to promote involvement in supporting the purpose and direction of the school.
- Parent interviews indicated a lack of parental engagement in activities designed to involve school decision-making.
- The review of documents and artifacts revealed the school does not have a formal and systematic communication plan.
- The review of documents and artifacts revealed there were two months of Advisory Council meeting agendas and notes with no indication of stakeholder engagement to shape decisions, provide feedback, and collaboratively work on school improvement activities.
- The Diagnostic Review team concurs with the Myers Self-Assessment statement, "Myers recognizes that the leadership of the school must work with the Parent Advisory Committee to develop and publish a communication plan that contains a formal structure and time elements associated with promoting two way communication

among all stakeholder groups.”

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for these indicators, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
2.6	Establish structures to increase administrator presence in classrooms for monitoring and evaluating instruction and providing a specific actionable and timely feedback document to assist teachers in improving their practice.
Rationale	

Student Performance Data:

- Student performance data, which declined between 2012 and 2013 and is significantly below district and state benchmarks, strongly suggests that the school administration has not established effective monitoring, supervision, and evaluation processes that are resulting in improved professional practice and increased levels of student success:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

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Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data strongly suggests the absence of systematic monitoring and supervision processes that will ensure the use of highly effective instructional strategies across the school. For example:
 - Students are seldom provided “differentiated opportunities and activities to address individual needs,” rated at 1.6 on a 4 point scale. Differentiation practices were not evident in 65% of classrooms and only partially evident in 18%. It was evident/very evident in only 18% of classrooms that students were exposed to some differentiation of instruction.
 - Instances in which observers detected that students knew “that rules and consequences are fair, clear, and consistently applied” were evident/very evident in 45% of classrooms.
 - Classroom observations indicate that students are seldom exposed to an environment of high expectations. Instances in which students demonstrated that they understood and were striving “to meet the high expectations established by the teacher” were evident/very evident in 40% of classrooms. In 23% of classrooms, observers did not detect the existence of teacher-established high expectations.

- Instances in which students were engaged in “rigorous coursework, discussion, and/or tasks,” were infrequent. This learning condition was evident in 25% of classrooms and fully evident in no classrooms.
- Similarly, instances in which students were “asked and responded to questions that require higher-order thinking” were evident in 15% of classrooms and very evident in no classrooms.
- Student active engagement was evident or very evident in only 33% of classrooms.

Stakeholder Survey Data:

- Survey data does not suggest that the school has established highly effective processes for ensuring that effective instructional practices are consistently used through monitoring and supervision. For example:
 - 57% of staff agree or strongly agree with the statement “Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning,” suggesting that the evaluation processes are not systematically applied across the school.
 - TELL Kentucky survey data indicates that 29% of teachers disagree with the statement, “Teachers are held to high professional standards for delivering instruction.”
 - TELL Kentucky survey data indicates that 30% of the teachers disagree with the statement, “Teachers receive feedback to improve instruction.”
 - TELL Kentucky survey data indicates that 31% of the teachers disagree with the statement, “the School Improvement Team provides leadership to the school.”
 - 53% of students indicated in surveys that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder interviews, document and artifact review:

- Staff interviews indicated the administrators have not consistently implemented the evaluation process or provided timely and effective feedback about instruction.
- Staff interviews revealed that the review of lesson plans, formative assessment data, and walkthrough observation data have not been consistently shared and discussed with the teaching staff.
- Administration interviews indicated that the review of lesson plans, formative assessment data, and walk-through observation data have not been conducted consistently or in a timely manner.
- In staff interviews, teachers reported that they must submit weekly lesson plans to an administrator. Teachers are notified via email if they do not meet the requirement, but seldom receive specific and descriptive feedback on their lesson plans.
- The review of documents and artifacts revealed that 44 E-walks were conducted for 2013-2014 school year, indicating an infrequent administrative presence in the classroom to provide feedback to help improve teaching and learning.

Other pertinent information:

- The school rated itself as a 2 on the Self- Assessment, which aligns with the team’s findings.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning			Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.			1.3
Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey Data• ELEOT Classroom Observation Data• Stakeholder Interviews• Review of documents and artifacts	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey Data• ELEOT Classroom Observation Data• Stakeholder Interviews• Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator	Opportunity for Improvement
3.5	Develop and implement a formal process that promotes discussion about student learning and analysis of student assessment data through the use of collaborative learning communities across grade levels and content areas. Use the collaborative learning communities to ensure teachers learn from, use, and discuss the results of inquiry practices and improve instructional practice and student performance.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established highly effective professional learning communities that have developed processes and practices to modify and adjust instruction to ensure achievement of learning expectations. For example:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice

and Apprentice levels in math.

Classroom Observation Data:

- Classroom observations suggest that the existing collaborative PLC structure has had a limited effect on the improvement of professional practice and student performance.
 - Students are seldom provided “differentiated opportunities and activities to address individual needs,” rated at 1.6 on a 4 point scale. Differentiation practices were not evident in 65% of the classrooms and only partially evident in 18%. It was evident/very evident in only 18% of classrooms that students were exposed to some differentiation of instruction.
 - Instances in which observers detected that students knew “that rules and consequences are fair, clear, and consistently applied” were evident/very evident in 45% of classrooms.
 - Classroom observations indicate that students are seldom exposed to an environment of high expectations. Instances in which students demonstrated that they understood and were striving “to meet the high expectations established by the teacher” were evident/very evident in 40% of classrooms.
 - In 23% of classrooms, observers did not detect the existence of teacher-established high expectations. Instances in which students were engaged in “rigorous coursework, discussion, and/or tasks” were infrequent. This learning condition was evident in 25% of classrooms and fully evident in no classrooms. Similarly, instances in which students were “asked and responded to questions that require higher-order thinking” were evident in 15% of classrooms and very evident in no classrooms.
 - Student active engagement was evident/ very evident in only 33% of classrooms.

Stakeholder Survey Data:

- In the staff survey, 60% of the staff agreed or strongly agreed with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).” Forty percent of the staff were neutral, disagreed, or strongly disagreed with this statement, which does not suggest consistent implementation of these critical processes.
- TELL Kentucky survey data indicates that 64% of the teachers use less than one hour per week for collaborative planning time. This data suggests that teachers are not engaged in collaborative planning time to discuss student learning and the school leadership does not hold teachers accountable to do so.
- In surveys, 52% of students indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that modifications and adjustments to instruction may not be occurring systematically across the school.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated that formal protocols and processes do not exist for Professional Learning Communities (PLCs) to discuss student learning and/or to analyze student achievement data.

- Staff shared that a process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.
- Staff interviews revealed that few PLCs function at a high level. Some PLCs (i.e. English, Related Arts) value collaboration while other PLCs (Social Studies) state they meet for only a few minutes a week.
- The review of documents and artifacts showed limited evidence of a formal process to provide a framework for the discussion of student learning and the analysis of student performance data that includes a focus on high-yield instructional strategies and differentiation.
- The review of documents and artifacts revealed limited evidence that administration consistently monitors the work of PLCs.
- The review of documents and artifacts showed that the school's CSIP addresses collaboration. The Self-Assessment indicated the use of collaboration to discuss student learning and analyze student data through the Deep Implementation Planning Process (DIPP) model. This model states that Math Teachers will collaborate after all formative assessments to track student proficiency levels, prepare intervention/remediation activities, and conference with students. The starting date for this initiative was listed as 12/31/13.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.7	Develop a teacher mentoring program to support all teachers in the improvement of their craft through one-on-one coaching, modeling, etc., that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Monitor the implementation of the program to ensure it has high expectations for participation and includes valid and reliable measures of effectiveness.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school is successfully implementing mentoring, coaching, and induction programs that ensure all students having equitable access to challenging learning experiences that will ensure their success at the next level. For example:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
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- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
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- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data, which is very mixed and inconsistent, does not suggest established coaching, mentoring, and induction programs that ensure the systematic use of highly effective instructional practices across the school. For example:
 - Student learning activities that were challenging but attainable were evident/very evident in 36% of classrooms.
 - Student engagement in rigorous coursework, discussion, and/or tasks was evident in 25% of classrooms.
 - The overall average rating for the High Expectations Learning Environment was 1.9 out of a possible 4.0. This average indicates that a very limited number of students are provided a learning environment that has high quality instruction.

Stakeholder Survey Data:

- Survey data indicates that 44% of the staff members responded as neutral, disagreed, or strongly disagreed with the statement, "In our school, staff members provide peer coaching to teachers," suggesting that the majority of the staff are satisfied with the current program.
- TELL Kentucky survey data indicates that 30% of the teachers disagree or strongly disagree that they receive feedback that can help them improve teaching. Additional results from the TELL survey provide evidence that the school needs to establish a teacher mentoring program to improve instruction. Thirty one percent of the teachers disagreed or strongly disagreed with the survey item, "the school improvement team makes a sustained effort to address teacher concerns about instructional practices and support."

Stakeholder interviews, document and artifact review:

- Staff interviews indicate that the Kentucky Teacher Internship Program provides valuable support to new teachers, but support diminishes greatly after teachers have completed the program. Teachers who are new to the building and veteran teachers within the building indicate little support or opportunity to improve upon their craft is

provided by administration.

- Staff interviews also indicate that some teachers have created collaborative communities within their teams or within their departments that offer opportunities to plan, analyze data, and share classroom management strategies, but these communities exist voluntarily and have not been intentionally established by administration.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns to the team's findings.

Indicator	Opportunity for Improvement
3.8	Use a collaborative process to design and implement new strategies and approaches that engage families in multiple, meaningful ways and consistently provide information about their children's learning progress. Ensure that these new approaches are evaluated for their effectiveness.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 38% agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress," suggesting that a significant percentage of the staff are not satisfied with the school's attempts to involve parents in their child's education.
- Student survey results indicate that 65% agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," suggesting that the majority of the students are satisfied with the school's attempts to involve their parents in their education.
- Parent survey results indicate that 70% agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress," suggesting that the majority of the parents are satisfied with the school's attempts to involve them in their child's education.
- TELL Kentucky survey data indicates that 35% of the teachers disagree or strongly disagree that clear, two way communication is evident with the community.
- TELL Kentucky survey data indicates that 29% of the teachers disagree or strongly disagree that the school encourages parent/guardian involvement. Similarly, 29% disagree or strongly disagree that teachers provide information about student learning.
- TELL Kentucky survey data indicates that 71% of the teachers disagree or strongly disagree that parents support teachers and contribute to student success.

Stakeholder interviews, document and artifact review:

- Staff and parent interviews revealed that the school has not been successful with involving parents in their child's education. Statements made during the interviews indicated that there are inconsistent methods of how and when teachers involve parents in their child's education.
- Parent interviews indicated the parents are not engaged in their children's education. Statements were made that indicated the school has an off-site location to meet with parents, but that parents have not overwhelmingly responded to this strategy.
- The review of documents and artifacts revealed that the school maintains a website, provides newsletters for parents, and utilizes Infinite Campus to communicate with parents about their child's progress. The school's website link to parent involvement ("Myers PTSA") does not contain parent involvement information.
- The review of documents and artifacts revealed that the school's CSIP has goals and activities that are specific to communication to stakeholders (activity- school newsletter), but the starting date for the activity is 2/28/14. The newsletter, once initiated, will contain information about student and school success.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.10	Ensure that all teachers consistently use common grading and reporting processes based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Monitor to verify the processes are consistently implemented and regularly evaluated and that the processes are communicated to the stakeholders.
Rationale	

Student Performance Data

- Student performance data does not suggest that the school has established effective grading and reporting policies that will ensure all students have equitable access to challenging learning experiences, are exposed to rigorous academic courses, and are engaged in the development of learning, thinking, and life skills that will prepare them for the next level, including college and career readiness.
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - 2013 EXPLORE assessment results indicate that the school performance is significantly below state and district benchmarks.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- Student growth for both 2012 and 2013 is significantly below district and state levels.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Stakeholder Survey Data:

- Staff survey results indicate that 58% agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria,” suggesting that a significant percentage of the staff do not perceive that this effective practice is well established.
- Student survey results indicate that 65% agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work,” suggesting that a significant percentage of students do not perceive that teachers evaluate their work fairly.
- Parent survey results indicate that 80% agree or strongly agree with the item, “All of my child’s teachers report on my child’s progress in easy to understand language,” suggesting that the majority of the parents are satisfied with how teachers are reporting their child’s progress.

Stakeholder interviews, document and artifact review:

- Staff interviews reveal that teachers follow the Jefferson County Public Schools grading policy. Teachers within the same departments are not required to have the same grading requirements.
- Staff interviews reveal that teachers develop and provide students and parents with course syllabi, but a consistent format is not required for all courses.
- The review of documents and artifacts revealed that teachers have received training on the implementation of the JCPS grading policy and on how to use Infinite Campus.
- The review of documents and artifacts revealed that a process to monitor and evaluate the effectiveness of the grading reporting policies and practices does not exist.

Other pertinent information:

- The school rated itself as a 1 on the Self-Assessment for this indicator, which is lower than the team’s findings.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>		Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.		2
Indicator	Source of Evidence	Performance Level

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> • School improvement plan • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Budget and other documents and artifacts • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Documents and artifacts • Library media center 3 • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • School Technology Plan • Technology inventory • Student performance data – KDE School Report Cards for 2012 and 2013 	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2

4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2
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Indicator	Opportunity for Improvement
4.1	Review and revise policies, processes, and procedures to ensure that highly qualified professional and support staff are recruited and retained.
Rationale	

Stakeholder interviews, document and artifact review:

- Staff interviews indicated that it is difficult to build a cohesive school team due to the high teacher turnover rate.
- The principal shared the data below during his interview:

Staff Role	Retention Data
Principal	3 new principals in 2 years
Assistant Principal	7 new assistant principals in 3 years
Teacher	26 new teachers in the past three years
KDE Education Recovery Staff	2 new KDE Education Recovery Staff in the past year

- The review of documents and artifacts revealed that 55% of the currently employed teachers have five or fewer years of teaching experience.
- In its Self-Assessment, the school stated, “Myers must improve in personnel recruitment, management, and retention. The staff turnover rate at Myers makes it difficult to provide consistency in instruction.”
- In interviews, stakeholders suggested that the high teacher and staff turnover rate impacts the effectiveness of the instructional program since so many new teachers have to be oriented to school procedures each year.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
4.2/4.4	Establish and implement a systematic process that equitably allocates and allows for all staff to have access to materials and resources to support quality instruction that aligns to the school’s purpose and direction.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 69% agree or strongly agree with the statement, “Our school provides instructional time and resources to support our school's goals and priorities,” suggesting that a significant portion of the staff do not perceive that the school consistently provides the time and resources to support instructional needs.
- Staff survey results indicate that 47% agree or strongly agree with the statement, “Our school provides sufficient material resources to meet student needs,” suggesting that the majority of the staff are not satisfied with the allocation of material resources to meet their students’ needs.

- Staff survey results indicate that 74% agree or strongly agree with the statement, “Our school provides a variety of information resources to support student learning,” suggesting that the majority of the staff believe students are consistently provided with the media resources needed to be successful.
- However, student survey results indicate that 49% agree or strongly agree with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center),” suggesting that the majority of the students do not have the resources needed to be successful in the learning environment.
- TELL Kentucky Survey data indicates that 47% disagree or strongly disagree that the teachers have a role at the school in determining how the budget is spent.
- TELL Kentucky Survey data indicates that 35% disagree or strongly disagree that the teachers have a role at the school in selecting instructional materials and resources.

Classroom Observation Data:

- Classroom observation data revealed that students had equal access to classroom discussions, activities, resources, technology and support in 53% of the classrooms.
- Classroom observation data revealed that students used digital tools/technology to gather, evaluate, and/or use information for learning in 13% of the classrooms.
- The overall average rating for the Equitable Learning Environment was 1.9 out of a possible 4.0. This average suggests that resources are inconsistently allocated to all students and classrooms.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated the school does not have a consistent or systematic process for resource allocation. Statements were made that the various departments in the school have agreed upon a “system,” but a process dictated by the school leadership to ensure the allocation of resources aligned with the school’s needs as well as purpose and direction was not in place.
- Some teachers feel that one grade level has more time or access to the media center’s resources than other grade levels do. A schedule exists that provides time each week for all of one grade level’s classes to use the media center, but other grade levels and/or courses are not formally scheduled.
- In the student group interview, three of the four students stated that either they have never been to the media center as a class or that they sometimes use the resources to type research papers or conduct research.

- The review of documents and artifacts revealed that an Advisory Council meeting held in February 2013 had the item “Budget” noted on the meeting agenda, but there were no minutes available for review to confirm what was discussed for the item.
- It is not apparent to what extent the Advisory Council is engaged in discussions about the school’s budget, allocation resources, prioritization of needs, etc.
- In its Self-Assessment, the school stated, “School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction,” suggesting that the school is aware that there is an inconsistent allocation of instructional time and resources.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for these indicators, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
4.3	Develop, implement, and communicate systematic processes to ensure the school is a safe, clean, and healthy environment for teaching and learning. Monitor and hold staff accountable for the consistent implementation of these processes.
Rationale	

Stakeholder Survey Data:

- Student survey results indicate that 31% agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning,” suggesting that a majority of the students cannot confirm the existence of this important learning condition.
- Staff survey results indicate that 77% agree or strongly agree with the item, “Our school maintains facilities that contribute to a safe environment,” suggesting that about one fourth of the staff are ambivalent toward or disagree that the school’s facilities are a safe, clean, and healthy environment for teaching and learning.
- TELL Kentucky survey data indicates that 51% of the teachers disagree or strongly disagree that the school environment is clean and well-maintained.
- TELL Kentucky survey data indicates that 83% of the teachers disagree or strongly disagree that the students follow the rules of the school.
- TELL Kentucky survey data indicates that 54% of the teachers disagree or strongly disagree that policies about student conduct are understood by faculty.
- TELL Kentucky survey data indicates that 62% of the teachers disagree or strongly disagree that school administrators consistently enforce student conduct.
- TELL Kentucky survey data indicates that 53% of the teachers disagree or strongly disagree that teachers consistently enforce the rules.

Stakeholder interviews, document and artifact review:

- In student interviews, over half of the students indicated they do not feel safe at school.
- Staff interviews indicated that student discipline is a major deterrent to the teaching and learning process.
- Staff shared that the school has received and continues to receive additional support to improve student discipline.
- Staff indicated that school administration does not consistently discipline students. It was also stated that the school administration does not have a systematic process of placing and limiting students in PASS when they have behavioral infractions.
- The review of documents and artifacts indicate the school’s CSIP includes measurable objectives to address the percentage of students suspended from school.
- General observations made by the Diagnostic Review Team indicate that student behavioral expectations were inconsistently communicated and implemented among classroom teachers, support staff, and administration. The team noted the number of staff members allocated to assist with student discipline in classrooms and in hallways.
- General observations made by the Diagnostic Review Team indicate that a number of teachers had difficulty maintaining appropriate student behavior during instruction and in the hallways. The Diagnostic Review Team

noted that while the many of the students in classrooms conducted themselves appropriately, a significant number of students were off-task, belligerent, and disruptive to the learning environment. Their behaviors negatively impacted the level of learning for other students.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns to the team's findings.

Indicator	Opportunity for Improvement
4.5	Engage in a collaborative process to create a formal written technology plan following district and state protocols and based on school needs assessment data. Ensure that the plan is focused on improving student performance and teacher effectiveness that the technology planning process is continuous, and that implementation is well documented.
Rationale	

Classroom Observation Data:

- Classroom observation data revealed that students had limited access to and use of technology as a learning resource. For example:
 - Instances in which students were using "digital tools/technology to gather, evaluate, and/or use information for learning" were evident/very evident in 13% of classrooms.
 - Instances in which students "used digital tools/technology to conduct research, solve problems, and/or create original works for learning" were evident/very evident in 11% of the classrooms.
 - Instances in which students "used digital tools/technology to communicate and work collaboratively for learning" were evident/very evident in 8% of the classrooms.
 - The overall average rating for the Digital Learning Environment was 1.4 out of a possible 4.0.

Stakeholder Survey Data:

- Staff survey results indicate that 47% agree or strongly agree with the item, "Our school provides a plan for the acquisition and support of technology to support student learning," suggesting that over half of the staff members are ambivalent toward or disagree that this practice is consistently used.
- TELL Kentucky survey data indicates that 47% of the teachers disagree or strongly disagree that they have a role in deciding how the school budget will be spent.
- TELL Kentucky survey data indicates that 37% of the teachers disagree or strongly disagree that they have sufficient training to fully utilize instructional technology.

- TELL Kentucky survey data indicates that 58% of the teachers need professional development on integrating technology into instruction.
- TELL Kentucky survey data indicates that 47% of the teachers disagree or strongly disagree that the reliability and speed of Internet connections in the school are sufficient to support instructional practices.
- 63% of students agree or strongly agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)," suggesting that a significant percentage of students do not feel a variety of resources are available.
- 68% of students indicated that they agree or strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
- 52% of students indicated that they agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that nearly half of the students do not perceive that teachers adjust instruction or provide variation in learning activities based on changing needs.

Stakeholder interviews, document and artifact review:

- Staff interviews indicate that technology is available, but not being used consistently or in a widespread manner for instruction. Staff also shared that technology resources are out of date and that broken parts are not replaced in a timely manner.
- The school's Self-Assessment stated, "We do not have a written technology plan. The components of the "unwritten plan" are not well communicated to the staff. The school has been able to install Smartboards in all math and ECE classrooms and all classrooms have LCD projectors." The number of computers dedicated to student use in classrooms appears to be inadequate.
- The review of documents and artifacts indicate that staff responses to the Technology Plan Survey align with the Diagnostic Review Team's general observations while onsite. The results are:

Percentage Responded as Neutral, Disagree, Strongly Disagree	Technology Plan Survey Item
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35%	...students use technology on a daily basis
78%	...satisfied with the technology they have in their classroom
78%	...the school has done a good job integrating technology into the classroom
80%	...able to teach to their fullest with the technology provided to them by the school.
76%	...the students are using technology provided to them effectively and efficiently

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
4.6/4.7	Implement a collaborative process to assess the physical, social, emotional, and developmental needs of all students. Develop, coordinate, and evaluate these programs and use of personnel to ensure their appropriateness and effectiveness to meet the unique needs of adolescent students.
Rationale	

Student Performance Data

- The decline in student performance data between 2012 and 2013 suggests the need for careful examination of the effectiveness of the school's counseling, assessment, referral, educational, and career planning services/programs, as well as school programs/opportunities that address students' physical, social, and emotional needs.
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - 2013 EXPLORE assessment results indicates that the school performance is significantly below state and district benchmarks.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- Student growth for both 2012 and 2013 is significantly below district and state levels.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Stakeholder Survey Data:

- Student survey results indicate that 68.2% agree or strongly agree with the item, “In my school, I have access to counseling, career planning, and other programs to help me in school,” suggesting that a significant percentage of students do not perceive that they have easy access to these support programs.
- TELL Kentucky data indicates that 42% of the teachers responded that managing student conduct was the most important teaching condition to them in promoting student learning. Similarly, 31% responded that managing student discipline was the most important teaching condition that affected their willingness to keep teaching at the school.
- TELL Kentucky data indicates that 53% of the teachers consistently enforce rules for student conduct.
- TELL Kentucky data indicates that 83% of the teachers disagree or strongly disagree that students at this school follow rules of conduct.
- TELL Kentucky data indicates that 24% of the teachers spend less than an hour a day addressing student discipline issues, while the other 76% of the teachers spend a minimum of an hour per day on student conduct issues.

Stakeholder interviews, document and artifact review:

- Support staff interviews indicate that the school has programs to support the emotional needs of the students, yet there is no consistency with the level of support or a systematic process to coordinate the programs and the personnel to implement them.
- Staff interviews revealed that the CARE course time is being used as breakfast time for students, rather than its true purpose of supporting students’ physical, social, and emotional needs.
- Staff shared that the assistant principals and counselors’ responsibilities were restructured to provide additional and immediate response to student behavioral needs.

- Staff interviews indicated that although there is a process to refer students with discipline issues to PASS, the administrators do not consistently adhere to the school's established process. Staff members stated that there were little to no resources for instruction once students were placed in the PASS program, leaving those students without opportunities to complete their assignments.
- The Myers Self-Assessment stated, "Myers is unlike most schools. The number of students with apparent (as evidenced by referrals and case loads of adjunct mental health professionals) mental health issues has overwhelmed the staff at all levels."

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns to the team's findings.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement			Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.			1.4
Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Assessment calendars • KDE School Report card for 2012 and 2013 • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data 	2

5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none">• Quarterly Reports• PLC and ECE agendas• KDE School Report card for 2012 and 2013• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• Examples of assessments• Stakeholder survey data• Classroom observation data	1
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">• KDE School Report card for 2012 and 2013• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• Examples of assessments• Stakeholder survey data• Classroom observation data	1

5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data • School report cards for 2012 and 2013 • PLC agendas • School retention document • Progress Towards Goal Sheets • CSIP 	1
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data • School report cards for 2012 and 2013 • PLC agendas • School retention document • Progress Towards Goal Sheets • CSIP 	2

Indicator	Opportunity for Improvement
5.1	Develop policies and practices that will ensure the school assessment system is regularly and systematically evaluated for its reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
Rationale	

Student Performance Data:

- The decline in student performance data between 2012 and 2013 does not suggest that the school has established highly effective improvement planning processes supported by an effective student assessment system that produces information to inform decision-making at classroom, PLC, and school levels.
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Stakeholder Survey Data:

- Staff survey data indicates that 81% agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance,” suggesting that an overwhelming majority of staff have positive perceptions about their use of assessment results to improve student learning.
- TELL Kentucky survey data indicates that 47% of the teachers responded that they spend an hour or less than an hour during the school day on utilizing results of assessments.
- TELL Kentucky survey data indicates that 64% of the teachers responded that they need professional development on student assessment to teach more effectively.
- TELL Kentucky survey data indicates that 65% of the teachers responded that they have received professional development on student assessment during the past two years.
- 52% of students indicated in surveys that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that about half of students cannot confirm that this practice is systematically used in the school.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated teachers give the diagnostic and proficiency exams created by JCPS and follow the JCPS assessment schedule. Teachers further indicated that while the use of teacher-created formative assessments is encouraged, a process does not exist to use the results of this data to inform or make changes to instruction or curriculum.
- The review of documents and artifacts revealed that a school wide assessment system exists, yet there is little evidence that the system is regularly evaluated for effectiveness and reliability at improving instruction and student learning.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns to the team’s findings.

Indicator	Opportunity for Improvement
5.5	Develop new strategies to monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Communicate results regularly using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
Rationale	

Stakeholder Survey Data:

- Staff survey results indicate that 74% agree or strongly agree with the statement, “In our school, school leaders monitor data related to student achievement,” suggesting that a significant percentage of the staff disagree or are ambivalent toward this consistent use of this practice.
- Parent survey results indicate that 72% agree or strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress,” suggesting that a significant percentage of parents are satisfied with the information they receive from the school about their child’s progress.
- Student survey results indicate that 60% agree or strongly agree with the statement, “My school shares information about school success with my family and community members,” suggesting that the majority of the students believe that the school is informing parents about the school’s progress.
- TELL Kentucky survey data indicates that 57% of the teachers disagree or strongly disagree that parents/guardians know what is going on in this school.
- TELL Kentucky survey data indicates that 51% of the teachers spend one hour or less per week on utilizing results of assessments.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated the school leadership has not consistently monitored the instructional process, primarily due to the overwhelming need to attend to student discipline issues.
- Staff interviews revealed that the review of lesson plans, formative assessment data, and walkthrough observation data have not been consistently shared and discussed with the teaching staff.
- Staff shared that there is minimum movement of students from one academy to another. This information suggests that student progress is not consistently monitored.
- The review of documents and artifacts did not contain a Communication Plan or a systematic process to provide the community with information on student progress.

- The review of documents and artifacts indicated the school's CSIP has goals and activities that are specific to communication (activity- school newsletter), but the starting date for the activity is 2/28/14. The newsletter, once initiated, will contain information about student and school success.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Myers Middle School Diagnostic Review Team was composed of 7 educators representing the perspectives of system practitioners, classroom teachers, parents, and college/university educators.
- On the first day of the review, the principal and other administrators made a formal presentation about the school focusing on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.
- Representatives from Myers Middle School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team.
- In general, administrators, staff, parents, and students were candid and cooperative during their interviews with the team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the onsite portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on January 8 and 23, 2014 to begin a preliminary discussion and examinations of school's Internal Review Report and determine points of inquiry for the onsite review. Team members arrived onsite on January 26, 2014 and concluded their work on January 29, 2014. Institution leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	6
Advisory Council Members	5
Teachers and Support Personnel	36
Parents and Community Members	5
Students	15
TOTAL	67

The Diagnostic Review team also conducted classroom observations in 40 classrooms, using the Effective Learning Environment Observation Tool (ELEOT). Four out of the 44 classrooms were not observed because there were two or fewer students in self-contained special needs classrooms, and some students were taking makeup tests due to school closings because of weather conditions during the previous week.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observation, and stakeholder survey data as well as interviews with the principal and other administrators and a representative cross-section of the faculty. In addition, the team interviewed a small group of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators. These include:

Purpose and direction, shared values and beliefs

- Guiding documents (mission, vision, shared values and beliefs, focus on student learning, thinking, and acting in ways that promote success in college and/or careers) - these documents do not appear to provide guidance as to how the school should be consistently and systematically addressing the significant low student performance in all content areas and among all student groups.
- The implementation of the Academy Model was designed and intended to provide additional support and services to students with differing needs to improve student success. The Success Academy houses lower-achieving students and the Career Academy houses higher-achieving students. Although this model might appear to meet the needs of low-achieving students, there was no qualitative or quantitative data that indicated there is a systematic and formal process to assess the progress of students so that they have the opportunities to advance to the Career Academy. Similarly, there was no evidence that indicated students who might be misplaced in the Career Academy or need additional remediation have opportunities to move to the Success Academy.
- The extent to which the school administration has a formalized process to engage and communicate with internal and external stakeholders to review, revise, and embody the school's purpose and meaningful decision-making was not evident. There is an Instructional Leadership Team in place that is composed of a large number of teachers, and the perception held among the majority of staff members is that this group provides leadership to the school.

Instructional supervision

- The extent to which the school administration consistently provides the teaching staff with feedback to improve instruction is extremely limited. The school administration and support personnel primarily focus their attention on student discipline issues. In doing so, the instructional program is not being effectively monitored and an informal or formal evaluation of the effectiveness and appropriateness of the application of instructional strategies, learning targets, and the assessment program is not occurring. Performance data and observations strongly suggest that a continuous monitoring system is urgently needed both school-wide and at the classroom level.
- Data documenting administrator walkthroughs is very limited. Beyond classroom observations, monitoring of formative assessment data, lesson or unit plans, and examination of student work does not appear to be systematic or continuous. School administrators stated that they have been inconsistent with providing this type of informal instructional supervision due to their attention to student discipline.
- Similarly, monitoring for effectiveness of the professional development program in improving teacher professional practice and student achievement is not apparent.

Learning Environment

- Classroom observations conducted over a two-day period revealed the learning environment does not provide students with a challenging instructional program based on data from formative, summative, and authentic types of assessments. Students in this school have unique needs that require lessons and activities to be differentiated, varied, developmentally and academically appropriate, and relevant to their life experiences and contexts. Many students were passively involved in their learning, inattentive, or off-task during the teacher-focused lessons. The majority of the teachers delivered traditional lessons with limited opportunities for students to think critically, engage in group discussions, collaborate with their peers, or use any type of technology as a learning tool.
- The Academy Model, although intended to provide additional support to lower achieving students, has not as of the date of this report improved the learning environments for students. As a result of grouping “like” students, there is a lack of peer role models that demonstrate appropriate classroom behavior. Some students made comments during class time that indicated they were aware of the reasons they were placed in the lower achieving academy. Additionally, a lack of high expectations for learning and behavior were evident in the two academies, but more so in the Success Academy. The Academy Model has not been evaluated for its academic and behavioral effectiveness, equity of resources, fluidity for students, and impact on student motivation and school climate.
- The school has more than adequate technology for teachers and students to use for learning purposes. However, the traditional method of teaching limited both teacher and student use of technology. The school does not have evidence of a collaboratively developed technology plan that describes how technology will be accessible to all and integrated into the learning process. Evidence from classroom observations indicates that students are not using technology as a learning resource.
- The learning environment is negatively impacted by the number of students who demonstrated inappropriate classroom behavior. Teachers were observed having difficulty maintaining consistent respectful and on-task student behavior in many classrooms and in the hallways.

Use of data

- Interviews, documentation, and data suggest that the school is engaged in compliance-driven continuous improvement rather than results-driven continuous improvement. Components of results-driven improvement planning exist, such as the quarterly reporting of progress and the use of formative and summative assessments. The data from the assessment results is not consistently used to modify and evaluate instructional strategies, student progress, programs, teacher performance, and organizational effectiveness. In general, documentation as well as interviews with the professional staff reveals that the degree to which data is used at the school and classroom levels to drive decision-making is not consistently apparent. Data from surveys reveals that teachers participate in a professional learning program, but they overwhelmingly agree that they need professional training on using assessment data for instructional decisions.
- The school's CSIP includes many objectives, strategies, and activities that have a beginning date of 12/31/13 or a date later this school year. This information strongly indicates the school's lack of attention to using data to make important and urgent decisions regarding the direction of the school, its improvement strategies, and a sense of urgency to address its challenges.
- Student performance data indicates that the instructional program is not effectively and consistently improving student achievement and/or addressing the unique needs of various student groups.

Stakeholder Involvement

- Interviews, observations, and a review of artifacts and other documents reveal that the school is very aware of the lack of parental involvement in the school and the reasons for it. The school receives 6th graders from 49 elementary schools in the district, which presents difficulty for parents to be physically onsite for school events, conferences, and parent meetings. The school uses a satellite location for some of its meetings in an effort to accommodate parents' needs and schedules. At this point in time, the accommodation has not been deemed successful by the parents and staff who were interviewed.
- Similarly, students were observed displaying inappropriate behaviors during the team's onsite visit. The students who enter the school do not have connections or familiarity with each other because of the number of elementary schools they attended. The school experiences tremendous challenges with the unification of a fragmented student population during the students' first year of middle school.
- The newly formed PTSA illustrates a desire for the school to sponsor an organization specifically designed for parents to gather and learn together.

Building teacher capacity

- Interviews, documentation, and data do not indicate the existence of a coherent system for strengthening professional practice in the school based on student and school needs. It is not apparent how PLCs, professional development, coaching and mentoring, supervision and evaluation programs, and continuous examination of data are aligned to improve teacher effectiveness.
- A review of documents and artifacts reveals that a needs assessment was not completed to identify the professional learning needs of the staff.

Resources

- The district has allocated additional administrative, support, and teaching staff to assist with student supervision. What has not been evaluated is the degree of effectiveness the additional support provides to increase student learning and improve academic rigor.

Report on Learning Environment:

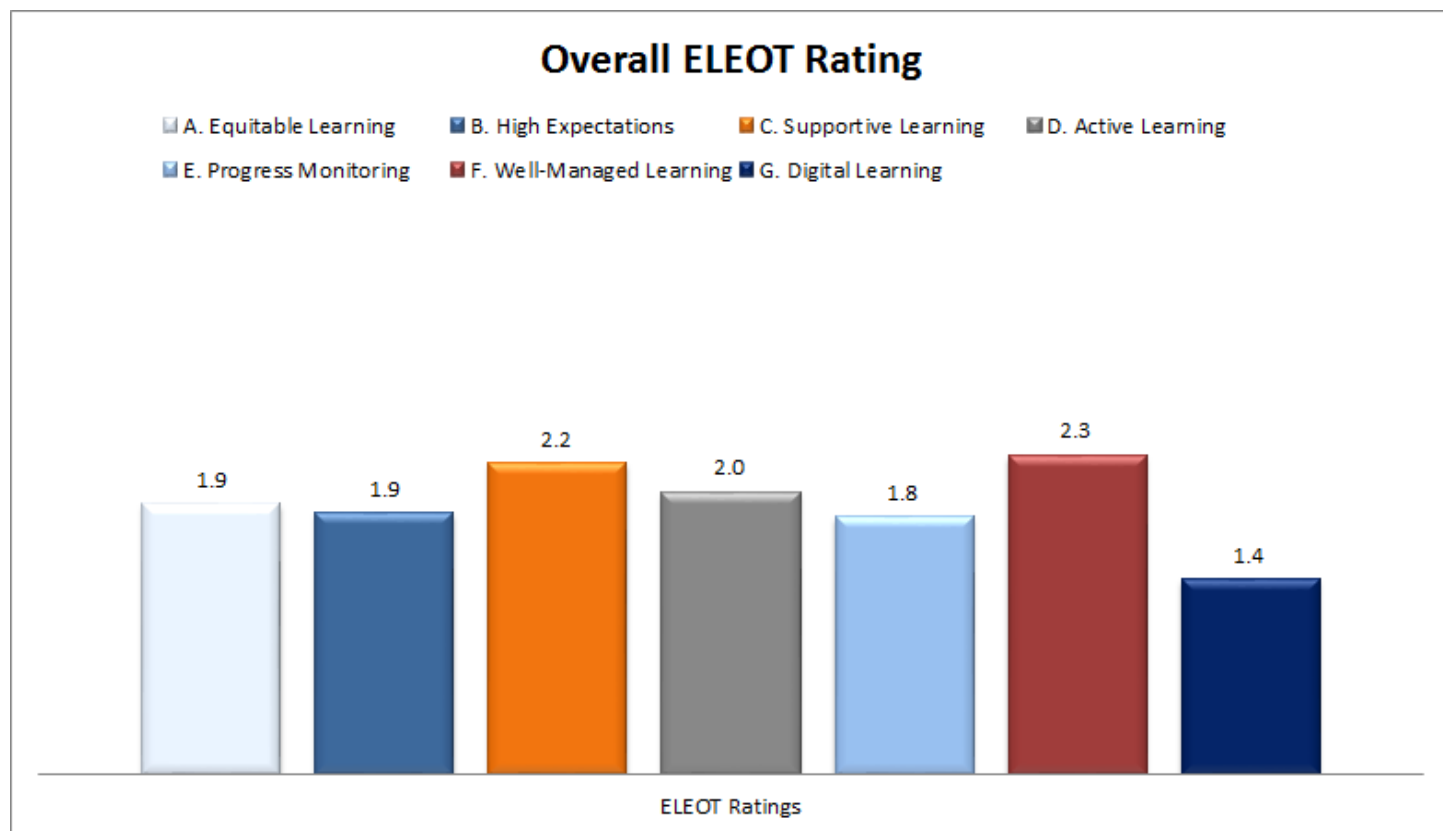
During the onsite review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 40 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.6	Has differentiated learning opportunities and activities that meet her/his needs	65%	18%	15%	3%
A.2	2.6	Has equal access to classroom discussions, activities, resources, technology, and support	5%	43%	45%	8%
A.3	2.2	Knows that rules and consequences are fair, clear, and consistently applied	28%	28%	40%	5%
A.4	1.4	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	75%	15%	5%	5%
Overall rating on a 4 point scale:		1.9				

Equitable Learning Environment Analysis

- The Equitable Learning Environment received an overall average rating of 1.9 on a 4 point scale, which was among the middle range of the seven environments' ratings.
- A1. Classroom observations indicate that students are seldom provided differentiated opportunities and activities to address individual needs, rated at 1.6 on a 4 point scale. Differentiation practices were not evident in 65% of the classrooms and only partially evident in 18%. It was evident/very evident in only 18% of classrooms that students were exposed to some differentiated instruction.
- A2. Classroom observations indicate that students have equal access to classroom discussion, activities, resources, technology and support in 53% of the classrooms.
- A3. Classroom observations indicate instances in 45% of classrooms in which students knew that rules and consequences were fair, clear, and consistently applied. Observers noted that while not all classrooms were well-managed, the majority of students were compliant to teacher instructions and expectations for behavior.
- A4. Classroom observations indicate students have ongoing opportunities to learn about their own and other's backgrounds/culture/differences in 10% of the classrooms. This low percentage indicates that little or no

opportunities were available for students to connect with each other and develop a sense of understanding for their classmates and others' cultural differences.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.2	Knows and strives to meet the high expectations established by the teacher	23%	38%	35%	5%
B.2	2.2	Is tasked with activities and learning that are challenging but attainable	23%	43%	33%	3%
B.3	1.3	Is provided exemplars of high quality work	75%	20%	5%	0%
B.4	2.0	Is engaged in rigorous coursework, discussions, and/or tasks	30%	45%	25%	0%
B.5	1.7	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	45%	40%	15%	0%
Overall rating on a 4 point scale:		1.9				

High Expectations Learning Environment Analysis

- The High Expectations Learning Environment received an overall average rating of 1.9 on a 4 point scale, which was among the middle range of the seven environments' ratings.
- B1. Classroom observations indicate that students know and strive to meet the high expectations established by the teacher in 40% of classrooms. In 23% of classrooms, observers did not detect the existence of teacher-established high expectations.
- B2. Classroom observations indicate that students are tasked with activities and learning that is challenging but attainable in 36% of the classrooms. Observers noted that students were not asked questions that required them to think critically.
- B3. Classroom observations indicate that students were provided with exemplars of high quality work in 5% of the classrooms. Of particular importance, observers did not detect the use of exemplars in 75% of the classrooms.

- B4. Classroom observations indicate that students were “engaged in rigorous coursework, discussion, and/or tasks in 25% of classrooms. This indicator was found to be very evident in none of the classrooms. Of particular importance, observers did not detect rigor in 30% of the classrooms.
- B5. Classroom observations indicate that students were asked and responded to questions that require higher-order thinking in 15% of classrooms. This indicator was found to be very evident in no classrooms. Of particular importance, observers did not detect students being asked or responding to questions that require students to think critically in 45% of classrooms. Observers noted that students were frequently exposed to questioning that required lower-order thinking skills, primarily recall questions from a prior lesson.

C. Supportive Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.1	Demonstrates or expresses that learning experiences are positive	30%	30%	38%	3%
C.2	2.2	Demonstrates positive attitude about the classroom and learning	23%	35%	40%	3%
C.3	2.3	Takes risks in learning (without fear of negative feedback)	20%	38%	40%	3%
C.4	2.5	Is provided support and assistance to understand content and accomplish tasks	8%	38%	50%	5%
C.5	2.0	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	38%	30%	28%	5%
Overall rating on a 4 point scale:		2.2				

Supportive Learning Environment Analysis

- The Supportive Learning Environment received an overall average rating of 2.2 on a 4 point scale, which was among the highest ratings.
- C1. Classroom observations indicate that students demonstrate or express that learning experiences are positive in 40% of classrooms. In 30% of classrooms, the observers did not detect that students felt positive about their learning.

- C2: Classroom observations indicate that students demonstrate a positive attitude about the classroom and learning in 43% of classrooms. Observers noted that students were compliant to teacher instructions and directions.
- C3: Classroom observations indicate that students were observed taking risks in learning (without fear of negative feedback), such as in questioning and class discussions, in 43% of the classrooms, suggesting that teachers were very tolerant and accepting of students' participation in discussions.
- C4: Classroom observations indicate that students were provided support and assistance to understand content and accomplish tasks in 55% of the classrooms. Observers noted that many of the classrooms had additional instructional support personnel, such as instructors to assist students with their learning and behavior.
- C5: Classroom observations indicate that students were provided additional or alternative instruction and feedback at the appropriate level of challenge in 33% of classrooms. Observers noted that students did not have activities or lessons that were differentiated (A.1, 65% not observed). Therefore, they received little additional feedback based on individual needs.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.0	Has several opportunities to engage in discussions with teacher and other students	28%	45%	25%	3%
D.2	1.9	Makes connections from content to real-life experiences	45%	28%	23%	5%
D.3	2.2	Is actively engaged in the learning activities	25%	43%	25%	8%
Overall rating on a 4 point scale:		2.0				

Active Learning Environment Analysis

- The Active Learning Environment received an overall average rating of 2.0 on a 4 point scale, which was among the highest ratings.
- D1: Classroom observations indicate that students had several opportunities to engage in discussions with the teacher and other students in 28% of classrooms. For the most part, learning activities required that students be

seated, listen to the teacher and, in some instances, complete a written activity such as a handout.

- D2: Classroom observations indicate that students made connections to real life experiences in 28% of the classrooms. In 45% of the classrooms, no students made the connection to their own lives. Observers noted that few teachers provided statements to assist students with understanding how the learning was relevant.
- D3: Classroom observations indicate that students were actively engaged in learning activities in 33% of classrooms. Observers noted that students were compliant or inattentive during the discussions and activities in many classrooms.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	1.7	Is asked and/or quizzed about individual progress/learning	50%	35%	13%	3%
E.2	1.9	Responds to teacher feedback to improve understanding	35%	40%	25%	0%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	13%	53%	35%	0%
E.4	1.6	Understands how her/his work is assessed	58%	28%	15%	0%
E.5	1.8	Has opportunities to revise/improve work based on feedback	50%	20%	30%	0%
Overall rating on a 4 point scale:		1.8				

Progress Monitoring Learning Environment Analysis

- The Progress Monitoring Learning Environment received an overall average rating of 1.8 on a 4 point scale, which was the second lowest environment rating.

- E1: Classroom observations indicate that students were asked and/or quizzed about their individual progress or learning in 16% of the classrooms. Of particular significance, observers did not detect this type of teacher/student interaction in 50% of the classrooms.
- E2: Classroom observations indicate that students responded to teacher feedback to improve understanding in 25% of classrooms. This type of interaction was not observed in 35% of classrooms.
- E3: Classroom observations indicate that students demonstrated or verbalized understanding of the lesson/content in 35% of classrooms. In the majority of the classrooms (53%), observers noted that instances in which students demonstrated their understanding of the learning was minimal.
- E4: Classroom observations indicate that students understood how their work was assessed in 15% of classrooms. Of particular significance, observers did not detect this type of student understanding in 58% of the classrooms.
- E5: Classroom observations indicate that students had opportunities to revise/improve work based on feedback in 30% of the classrooms. Of particular significance, observers detected students responding to feedback to improve their work in only 50% of classrooms.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.6	Speaks and interacts respectfully with teacher(s) and peers	18%	25%	43%	15%
F.2	2.5	Follows classroom rules and works well with others	18%	35%	30%	18%
F.3	2.3	Transitions smoothly and efficiently to activities	33%	23%	28%	18%
F.4	1.7	Collaborates with other students during student-centered activities	50%	38%	8%	5%
F.5	2.4	Knows classroom routines, behavioral expectations and consequences	25%	28%	30%	18%
Overall rating on a 4 point scale:		2.3				

Well-Managed Learning Environment Analysis

- The Well-Managed Learning Environment received an overall average rating of 2.3 on a 4 point scale, which was among the highest ratings.
- F1: Classroom observations indicated that students spoke and interacted respectfully with teachers and peers in 58% of classrooms. This rating suggests that in the majority of classrooms students are respectful and have positive relationships with their teachers.
- F2: Classroom observations indicate that students follow classroom rules and work well with others in 48% of classrooms. In 53% of classrooms, students were observed not following or somewhat following classroom rules.
- F3: Classroom observations indicate that students transition smoothly and efficiently to activities in 46% of classrooms. Observers noted that there were a limited number of classrooms that engaged students in a variety of activities necessitating transitions.
- F4: Classroom observations indicated that students collaborated with other students during student-centered activities in 13% of classrooms. The limited opportunities students had to collaborate with other students during student-centered activities were of concern to observers. This type of collaboration was not observed in 50% of classrooms and somewhat observed in 38% of classrooms. Generally, opportunities for students to engage in learning activities that involved interaction or collaboration with one another were infrequent.
- F5: Classroom observations indicated that students knew classroom routines, behavioral expectations, and consequences in 48% of classrooms.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.6	Uses digital tools/technology to gather, evaluate, and/or use information for learning	63%	25%	8%	5%
G.2	1.4	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	80%	10%	3%	8%
G.3	1.3	Uses digital tools/technology to communicate and work collaboratively for learning	85%	8%	5%	3%
Overall rating on a 4 point scale:		1.4				

Digital Learning Environment Analysis

- The Digital Learning Environment received an overall average rating of 1.4 on a 4 point scale, which was the lowest environment rating.
- G1: Classroom observations indicate that students used digital tools/technology to gather, evaluate, and/or use information for learning in 13% of classrooms. Observers noted that if technology was used for instruction, then generally the teachers controlled its use and accessibility. Of particular significance, in 63% of the classrooms there was no student use of technology.
- G2: Classroom observations indicated that students used digital tools/technology to conduct research, solve problems, and/or create original works for learning in 11% of the classrooms. Of particular significance, in 80% of the classrooms there was no student use of technology for rigorous and critical thinking activities.
- G3: Classroom observations indicate that students used digital tools/technology to communicate and work collaboratively for learning in 8% of the classrooms. Of particular significance, in 85% of classrooms students were not observed using technology to collaborate, which supports the observation data that 50% of students collaborated with others (item F.4).

Improvement Priorities

Indicator	Improvement Priority
2.1	Review, revise and adopt policies and support practices that ensure effective administration of the school to support the school's purpose and direction.
Rationale	

Student Performance Data:

- Student performance data, which declined from 2012 to 2013 and is significantly below district and state benchmarks in nearly all areas, does not suggest that the school has adopted policies and practices that ensure effective administration.
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of student scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.

- The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
- The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
- The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
- The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
- The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in Reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Policies and practices do not appear to promote monitoring and oversight of effective instruction and assessment practices that produce equitable and challenging learning experiences for all students. For example:
 - Students are seldom provided differentiated opportunities and activities to address individual needs, rated at 1.6 on a 4 point scale. Differentiation practices were not evident in 65% of the classrooms and only partially evident in 18%. It was evident/very evident in only 18% of classrooms that students were exposed to some differentiation of instruction.
 - Instances in which observers detected that students knew that rules and consequences are fair, clear, and consistently applied were evident/very evident in 45% of classrooms.

- Classroom observations indicate that students are seldom exposed to an environment of high expectations. Instances in which students demonstrated that they understood and were striving to meet high expectations established by the teacher were evident/very evident in 40% of classrooms. In 23% of classrooms, observers did not detect the existence of teacher-established high expectations.
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were infrequent. This engagement was evident in 25% of classrooms and fully evident in no classrooms.
- Similarly, instances in which students were asked and responded to questions that require higher-order thinking were evident in 15% of classrooms and very evident in no classrooms.
- Student active engagement was evident or very evident in only 33% of classrooms.
- Instances in which students were asked and/or quizzed about individual progress/learning were evident/very evident in 16% of classrooms.
- Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 13% of classrooms.

Stakeholder Survey Data:

- Staff survey data indicate that 69% agree or strongly agree with the item, “Our school’s governing body or school board complies with all policies, procedures, laws, and regulations,” suggesting that the staff is satisfied with the actions of the Advisory Council. It is also possible that the staff perceived this statement to apply to the Jefferson County School Board.
- Parent survey results indicate that 66% agree or strongly agree with the item, “Our school’s governing body operates responsibly and functions effectively” suggesting that more than one third of the parents do not feel the school’s governing body is effective.

Stakeholder interviews, document and artifact review:

- Advisory Council interviews indicated that school policies have not been revised or reviewed since 2009.
- Staff interviews revealed that school policies have not been revised or reviewed since 2009.
- The review of documents and artifacts show that the SBDM policies have not been reviewed and/or revised since 2009.

Other pertinent information:

- The school rated itself as a 1 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Improvement Priority
3.1	<p>Create a process that ensures the curriculum is implemented with fidelity to provide challenging and equitable learning experiences leading to next level success for all students.</p> <p>Ensure the process is a continuous and collaborative effort among teachers to carefully align course content and performance standards.</p>
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established effective processes that ensure all students are provided equitable and challenging learning experiences leading to next level success. For example:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

EXPLORE	School	District	State
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Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 40% of the classrooms.
- It was evident/very evident that students were tasked with activities and learning that were challenging but attainable in 36% of classrooms.
- It was evident/very evident that students were provided exemplars of high quality work in 5% of classrooms.
- It was evident/very evident that that students were engaged in rigorous coursework, discussion, and/or tasks in 25% of classrooms.
- The overall average rating for the High Expectations Learning Environment was 1.9 out of a possible 4.0. This average indicates that a very limited number of students are provided a learning environment that has high quality, rigorous instruction.

Stakeholder Survey Data:

- Staff survey results indicate that 51% agree or strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills,” suggesting that about half of the staff members cannot confirm the existence of this type of curriculum.
- Student survey results indicate that 65% agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting more than one fourth of the students do not agree with or are ambivalent toward this statement.
- Parent survey results indicate that 73% agree or strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs,” suggesting that about one fourth of parents cannot confirm the existence of this learning condition.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated lesson plans have not been reviewed since October due to the administrative team’s restructuring of responsibilities to meet the demands of student discipline.
- Staff shared that the majority of the discussions held during common planning time are focused on student discipline rather than effective instructional strategies.
- Staff interviews indicated a lack of consistency in conducting teacher walkthroughs due to the demands of student discipline.
- Staff interviews indicated that the academy model does not meet the needs of most students’ needs.

- Staff interviews indicated that few staff members can articulate any academic goals of the school or a systematic approach for improving student performance at the school.
- The review of documents and artifacts revealed that lesson plans do not include the use of research-based instructional strategies, rubrics, exemplars, or differentiated learning activities.
- The review of documents and artifacts revealed a lack of attention to providing teachers with feedback on their lessons and formative assessment results.
- The review of documents and artifacts revealed that PLCs are at a beginning stage and there is no set protocol that focuses on curriculum development on a regular basis to provide the consistency and structure of a continuous school improvement process.
- Staff interviews indicated a process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team's findings.

Indicator	Improvement Priority
3.2/5.2	Develop and implement a school-wide process in which all staff collect and use data to monitor, adjust, and evaluate curriculum, instruction, and assessments to improve the learning environments and quality of education for all students. Ensure there is a systematic process to evaluate the effectiveness of the organizational conditions that support student learning.
Rationale	

Student Performance Data:

- Student performance data, which has declined in the last year, does not suggest that the school has developed effective continuous improvement practices that ensure curriculum, instruction and assessment are adjusted to ensure student achievement of learning expectations.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 37% in 2012 to 32.8% in 2013.

- The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14.1% in 2012 to 9.1% in 2013.
- The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
- The overall school accountability score decreased from 35.5 in 2012 to 32.3 in 2013.
- The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

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Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

Stakeholder Survey Data:

- Staff survey results indicate that 49% agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that the staff are divided on how effectively the school uses data to adjust curriculum and instructional programs.
- Survey results indicate that 67% of staff agree or strongly agree with the statement, “The school has a systematic process for collecting, analyzing, and using data,” suggesting that the majority of the staff believes they use data to improve student learning.
- 60% of the staff responded that they agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” suggesting that about 40% of the staff cannot confirm that this practice is implemented systematically.
- 64% of students indicated that they agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting that some instruction may not be effectively targeting student needs.
- 52% of students indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the practice of modifying and adjusting instruction to meet student needs may not be systematic in the school. TELL Kentucky survey data indicates that 64% of teachers responded that they need professional development on student assessment in order to teach more effectively.
- TELL Kentucky survey data indicates that 65% of teachers responded that they have received professional development on student assessment during the past two years.

Stakeholder interviews, document and artifact review:

- Staff interviews indicate that formal protocols and processes do not exist for Professional Learning Communities (PLCs) to discuss student learning and/or to analyze student achievement data. A process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.
- The review of documents and artifacts revealed that school personnel collect and analyze some student data, but there is little evidence to show that the school is systematically and consistently using the data to design, implement, and evaluate continuous improvement plans to improve instruction, effectiveness of programs, and organizational conditions.
- The review of documents and artifacts revealed that there was no evidence that the elective courses were based on student needs and requests.
- The review of documents and artifacts revealed that the Academy Model is not effective for all students.

Other pertinent information:

- The school rated itself a 1 for these indicators on the Self-Assessment, which aligns with the team's findings.

Indicator	Improvement Priority
3.3	Through a collaborative process, develop procedures that can be systematically implemented that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, etc., that result in achievement of learning expectations. Ensure that the process is well documented and includes methods of monitoring for effectiveness.
Rationale	

Student Performance Data:

- Student performance data does not suggest that teachers are deliberate in planning and using instructional strategies that ensure student engagement, such as student collaboration, personalization, opportunities for students to apply knowledge and skills, integrate content, etc.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of student scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 37% in 2012 to 32.8% in 2013.

- The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14.1% in 2012 to 9.1% in 2013.
- The percentage of students meeting benchmarks on the reading portion the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
- The overall school accountability score decreased from 35.5 in 2012 to 32.3 in 2013.
- The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, take from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

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Science	4.3%	14.8%	19.3%

Classroom Observation Data:

- Classroom observation data revealed that students were provided differentiated opportunities and activities to address individual needs in 18% of classrooms.
- Classroom observation data revealed that students were engaged in rigorous coursework, discussions, and/or tasks in 25% of classrooms.
- Classroom observation data revealed that students were provided support and assistance to understand content and accomplish tasks in 55% of classrooms. Observers noted that many of the classrooms had additional instructional support personnel, such as instructors to assist students with learning and behavior.
- Classroom observation data revealed that students were provided additional or alternative instruction and feedback at the appropriate level of challenge in 33% of classrooms.

Stakeholder Survey Data:

- Staff survey results indicate that 44% agree or strongly agree with the item, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students," suggesting that the majority of the students do not receive individualized instruction based on their unique needs.
- Staff survey results indicate that 42% agree or strongly agree with the item, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills," suggesting that the majority of the staff do not use this instructional strategy.
- Staff survey results indicate that 53% agree or strongly agree with the item, "All teachers in our school use a variety of technologies as instructional resources," suggesting that the integration of technology into the learning is

inconsistent.

- Student survey results indicate that 63% agree or strongly agree with the item, “My school motivates me to learn new things,” suggesting that the majority of students feel the school motivates them to learn.
- Student survey results indicate that 52% agree or strongly agree with the item, “All of my teachers change their teaching to meet my learning needs,” suggesting that an almost equal percentage are ambivalent toward or disagree with the degree to which their learning is individualized.
- Parent survey results indicate that 64% agree or strongly agree with the item, “All of my child’s teachers meet his/her learning needs by individualizing instruction,” suggesting that the majority of the parents are satisfied with the level of individualization their child receives.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated teachers need additional training on how to individualize or differentiate instruction for students’ learning needs.
- Staff shared that the Academy Model does not meet most students’ needs.
- Staff interviews indicated that few staff members can articulate any academic goals of the school or a systematic approach for improving student performance at the school.
- A review of documents and artifacts provided little evidence of individualized or differentiated instruction based on individual needs of students.
- A review of documents and artifacts provided minimal evidence of professional development offerings that focused on individualized or differentiated instruction based on the individual needs of students.
- General classroom observations made by the Diagnostic Review Team indicate that students were rarely provided differentiated instruction.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team’s findings.

Indicator	Improvement Priority
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Indicator	Improvement Priority
3.4	Monitor instructional practices through supervision and evaluation beyond classroom observations to ensure they are aligned with the school's values and beliefs about teaching and learning, are directly engaged with all students in their learning, and use content-specific standards. Ensure that continuous support for teachers is provided through coaching, mentoring, professional development, PLC framework, etc. to improve the instructional practices of all teachers.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established effective systems, policies and approaches for monitoring and supporting the improvement of instructional practice. For example:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of student scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 35.5% in 2012 to 34.9% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
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Science	4.3%	14.8%	19.3%

- As illustrated in the chart above, student performance on most assessments lags significantly behind that of Jefferson County and Kentucky middle schools. In addition, the Student Growth Percentile also declined slightly in 2013. Student growth scores are based on the percentage of students tested who made typical or higher growth.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data revealed that students understood how their work was assessed in 15% of classrooms.
- Classroom observation data revealed that students were asked and/or quizzed about individual progress or learning in 16% of classrooms.
- The overall average rating for the Progress Monitoring Learning Environment was 1.8 out of a possible 4.0. This average indicates that a very limited number of students demonstrate an understanding of how their learning progress will be assessed.

Stakeholder Survey Data:

- Staff survey results indicate that 47% agree or strongly agree with the item, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning," suggesting that the majority of the staff are ambivalent toward or disagree with the level of instructional supervision provided by the leadership team.
- Staff survey results indicate that 57% agree or strongly agree with the item, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning," suggesting that the process used to evaluate teacher performance is inconsistent.
- TELL Kentucky survey data indicates that 31% of the teachers disagree/strongly disagree with the statement, "Leadership consistently supports teachers."
- TELL Kentucky survey data indicates that 29% of teachers disagree/strongly disagree with the statement, "Teachers are held to high professional standards for delivering instruction."
- TELL Kentucky survey data indicates that 30% of the teachers disagree/strongly disagree with the statement, "Teachers receive feedback to improve instruction."
- TELL Kentucky survey data indicates that 31% of the teachers disagree/strongly disagree with the statement, "The School Improvement Team provides leadership to the school."

Stakeholder interviews, document and artifact review:

- Staff interviews indicated teachers are unable to describe a process used by administration to monitor and provide feedback to teachers on instructional practices. Some staff indicated that they had not received any walkthroughs this year.
- Staff interviews indicated an inadequate implementation of the evaluation process, as well as a lack of timely and effective feedback.
- Staff interviews indicated all teachers must submit weekly lesson plans to an administrator. Teachers are notified via email if they do not meet the requirement, but seldom receive specific and descriptive feedback on their lesson plans.
- Staff interviews indicated the review of lesson plans, formative assessment data, and walkthrough observation data have not been consistently shared and discussed with the teaching staff.
- Administration interviews indicated the review of lesson plans, formative assessment data, and walkthrough observation data have not been conducted in a consistent and timely manner.
- The review of documents and artifacts revealed that 44 E-walks were conducted for 2012-2013 school year, indicating an infrequent administrative presence in the classroom to provide feedback to help improve teaching and learning.
- The review of documents and artifacts revealed lack of attention to providing teachers with feedback on their lessons and formative assessment results.
- The school stated in its Self -Assessment, "Currently, school administrators are consumed in addressing behavior and discipline issues among students. This causes ineffective analysis and feedback from classroom observations and walkthroughs (Indicator 3.4). This ineffective feedback contributes to teachers not uniformly using best practices."

Other pertinent information:

- The school rated itself as a 1 on the Self-Assessment for this indicator, which aligns to the team's findings.

Indicator	Improvement Priority
3.6	Create and systematically implement an instructional process that clearly informs students of learning expectations and standards of performance. Ensure that the process 1) includes the use of exemplars to guide students' work, 2) relies on the use of multiple assessments to inform ongoing modification of instruction, and 3) provides students with timely and specific feedback about their learning.
Rationale	

Student Performance Data:

- Student performance data suggests the inconsistent use of data to make instructional decisions and a lack of a systematic implementation of an instructional process across grade levels and programs. For example:
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of student scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 37% in 2012 to 32.8% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14.1% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The overall school accountability score decreased from 35.5 in 2012 to 32.3 in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, take from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

Classroom Observation Data:

- Classroom observations did not reveal the existence of an instructional process that was being used systematically across the school to inform students learning expectations. For example:
 - Classroom observation data revealed that students were provided exemplars of high quality work in 5% of classrooms.
 - Classroom observations revealed that students knew and were striving to meet high expectations established by the teacher in 40% of classrooms.
 - Classroom observation data revealed that students were provided with opportunities to revise or improve their work based on teacher feedback in 30% of classrooms.
 - Classroom observation data revealed that students had opportunities to revise or improve their work based on teacher feedback in 50% of classrooms.
 - Classroom observation data revealed that students understood how their work was assessed in 15% of classrooms.
 - Classroom observation data revealed that students were asked and/quizzed about individual progress or learning in 16% of classrooms.

- Classroom observation data revealed that students were tasked with activities and learning that were challenging but attainable in 36% of classrooms.
- Classroom observation data revealed that students were engaged in rigorous coursework, discussion, and/or tasks in 25% of classrooms.
- The overall average rating for the High Expectations Learning Environment was 1.9 out of a possible 4.0. This average indicates that a very limited number of students are provided a learning environment that has high quality instruction.
- The overall average rating for the Progress Monitoring Learning Environment was 1.8 out of a possible 4.0. This average indicates that a very limited number of students demonstrate an understanding of how their learning progress will be assessed.

Stakeholder Survey Data:

- Staff survey results indicate that 67% agree or strongly agree with the item, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting that many teachers do not provide this information to their students.
- Staff survey results indicate that 44% agree or strongly agree with the item, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting that there is great inconsistency in the use of this type of feedback.
- Staff survey results indicate that 60% agree or strongly agree with the item, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," suggesting that the use of multiple measures of assessment may not be systematic across the school.
- 52% of students indicated in surveys that they agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that about half of the students do not perceive that this practice is well established in the school.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated a process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.
- Staff interviews indicated teachers do not feel support is available for teachers who are struggling with a specific area of need, unless that teacher is currently completing the Kentucky Teacher Internship Program.
- Staff interviews indicated that teachers administer the diagnostic and proficiency exams created by JCPS and follow the JCPS assessment schedule. Teachers further indicated that while the use of teacher-created formative assessments is encouraged, a process does not exist to use the results of this data to inform or make changes to instruction or curriculum.

- Administration interviews indicated teachers inconsistently or minimally use data to revise their instruction.
- A review of documents and artifacts demonstrated that an instructional process is not used systematically by teachers. A process does exist to write learning targets. Interviews and documentation did not reveal the existence of a process that ensures students are clearly informed of learning expectations, provided exemplars to guide their work, engaged in formative assessment to guide instruction, or that they are provided specific and immediate feedback.
- The review of documents and artifacts revealed limited evidence of a formal process to provide a framework for the discussion of student learning and the analysis of student performance data that includes a focus on high-yield instructional strategies and differentiation for students.
- The review of documents and artifacts revealed that a process to monitor and evaluate the effectiveness of the grading reporting policies and practices does not exist.
- The review of documents and artifacts provided information that the school's CSIP addresses the need for increased teacher collaboration to consistently administer and interpret assessment data. The activity description states "...Teachers collaborate after formative assessments using the DIPP planning process to track student proficiency levels, prepare intervention and remediation activities, and conference with students." The starting date for this initiative was listed as 12/31/13.

Other pertinent information:

- The school rated itself as a 1 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Improvement Priority
3.9	Establish and implement a formalized structure that provides all students with a long-term and authentic adult advocate that serves the students' learning, thinking, developmental, and life skills.
Rationale	

Student Performance Data:

- Student performance data does not suggest that students' needs are being met as evidenced by low EXPLORE assessment results. For example:
 - The overall school accountability index decreased from 35.5 in 2012 to 32.3 in 2013.
 - 2013 EXPLORE assessment results indicates that the school performance is significantly below state and district benchmarks.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

- Student growth for both 2012 and 2013 is significantly below district and state levels.

Growth	Combined Reading and Math		
	Myers	Jefferson	Kentucky
2012	46.6	58.4	60.4
2013	46.2	56.0	59.9

- It is of great concern to the Diagnostic Review Team that the vast majority of students are performing below the Proficient level in both math and reading. For example, the 2013 Report Card indicates that 75.6 % of 8th grade students scored at the Novice and Apprentice levels in reading. Similarly, 88.9% scored at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data revealed that students collaborated with other students during student-centered activities in 13% of classrooms.
- Classroom observation data revealed that students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in 10% of classrooms.
- Classroom observation data revealed that students had several opportunities to engage in discussions with teachers and students in 28% of classrooms.
- Classroom observation data revealed that students demonstrated positive attitudes about the classroom and learning in 43% of classrooms.

Stakeholder Survey Data:

- Staff survey results indicate that 51% agree or strongly agree with the item, "A formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational

experience,” suggesting that the staff members are divided in their perceptions about how the school provides an adult advocate for each student.

- Student survey results indicate that 63% agree or strongly agree with the item, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future,” suggesting that the majority of the students feel there is at least one adult in the school that is her/his advocate.
- Parent survey results indicate that 72% agree or strongly agree with the item, “My child has at least one adult advocate in the school,” suggesting that most parents feel satisfied that there are adults in the school who care for their children.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated there is a designated time for CARE within the master schedule, but this time is used for breakfast and does not have a formal structure or activities to provide each student with an adult advocate.
- Student interviews indicated they feel there are adults in the building they can turn to in a time of need, but they were unsure about a structured time when that occurred or if the school assigned them an adult advocate.
- The school stated in its Self -Assessment, “While some students and teachers have created informal advocacy structures, there is no formal structure assigning advocacy/mentorship for all students.”

Other pertinent information:

- The school rated itself as a 1 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Improvement Priority
3.11	Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction and based on an assessment of needs of the school and the individual. Evaluate the effectiveness of the professional learning through a rigorous and systematic process to confirm that the learning is applied and improves instruction, student learning, and the conditions that support learning.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established highly functional systems and processes for building teacher effectiveness and school capacity through the implementation of effective professional development based on student, teacher, and school needs.
 - Student performance data does not suggest that the program for professional learning in the school is effectively driving improvement in achievement.
 - The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
 - The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
 - The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 37% in 2012 to 32.8% in 2013.
 - The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14.1% in 2012 to 9.1% in 2013.
 - The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
 - The overall school accountability score decreased from 35.5 in 2012 to 32.3 in 2013.
 - The EXPLORE assessment is administered to determine college readiness of 8th grade students. The following table, taken from 2013 EXPLORE results, compares the percentage of students at Myers Middle School meeting EXPLORE Benchmarks for college readiness with district and state percentages.

EXPLORE	School	District	State
English	34.9%	54.3%	66.0%
Mathematics	9.1%	26.4%	33.9%
Reading	13.8%	32.2%	41.6%
Science	4.3%	14.8%	19.3%

Stakeholder Survey Data:

- Staff survey results indicate that 87% agree or strongly agree with the item, “In our school, all staff members participate in continuous professional learning based on identified needs of the school,” suggesting that a significant percentage of the staff are satisfied with the professional learning they receive and believe that the program is based on the needs of the school.
- Staff survey results indicate that 68% agree or strongly agree with the item, “A professional learning program is designed to build capacity among all professional and support staff members,” suggesting that the majority of the staff members believe that the professional learning provided by the school is building their capacity to improve their instructional skills.
- TELL Kentucky survey data indicates that 64% of the teachers responded that they need professional development on student assessment to teach more effectively.
- TELL Kentucky survey data indicates that 65% of the teachers responded that they have received professional development on student assessment during the past two years.
- TELL Kentucky survey data indicates that 37% of the teachers disagree or strongly disagree that they have sufficient training to fully utilize instructional technology.
- TELL Kentucky survey data indicates that 58% of the teachers feel that they need professional development on integrating technology into instruction.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated teachers do not feel support is available for teachers who are struggling with a specific area of need, unless that teacher is currently completing the Kentucky Teacher Internship Program.
- A review of documents and artifacts revealed that a needs assessment was not completed to identify the professional learning needs of the staff.
- A review of documents and artifacts revealed that there was no data to show professional development includes monitoring and evaluation of implementation of effective teaching practice to improve student performance.
- A review of documents and artifacts revealed that there was no data to show that professional development offerings have produced significant measurable improvement in student performance.

Other pertinent information:

- The school rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team’s findings.

Indicator	Improvement Priority
3.12	Use data to systematically and continuously identify and address the learning needs of all students at all levels of proficiency. Ensure that the unique learning needs of students are identified and supported to improve performance.
Rationale	

Student Performance Data:

- While unique learning needs are not easily identifiable through performance data, the chart below strongly suggests the existence of unmet learning needs as evidenced by the 2012-2013 GAP percentages.

Accountability- GAP Area 2012-2013	School: Percent Proficient/Distinguished	District: Percent Proficient/Distinguished	State: Percent Proficient/Distinguished
Reading	20.8	31.6	39.5
Math	8.7	22.8	29.0
Science	16.0	34.5	50.2
Social Studies	19.6	37.4	47.4
Writing	20.7	25.8	33.5
Language Mechanics	16.2	26.0	32.8

Classroom Observation Data:

- Students were engaged in differentiated learning opportunities and activities that met their needs in 18% of classrooms.
- Students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 33% of classrooms.
- Students actively engaged in the learning activities were evident/very evident in 33% of classrooms.
- Students were tasked with activities and learning that were challenging but attainable in 36% of classrooms.

- Students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in 10% of classrooms.
- Students were provided exemplars of high quality work in 5% of classrooms.

Stakeholder Survey Data:

- Staff survey results indicate that 62% agree or strongly agree with the item, "In our school, related learning support services are provided for all students based on their needs," suggesting the majority of the staff members perceive that the array of support services meet all of the students' needs.
- Staff survey results indicate that 51% agree or strongly agree with the item, "In our school, all staff members use student data to address the unique learning needs of all students," suggesting that staff members are equally divided as to how consistently and effectively student data is used to meet the needs of all students.
- Student survey results indicate that 61% agree or strongly agree with the item, "My school provides learning services for me according to my needs," suggesting that the majority of the students are satisfied with the level of support they receive to meet their needs.
- Parent survey results indicate that 72% agree or strongly agree with the item, "My child has access to support services based on his/her identified needs," suggesting that a significant percentage of the parents are satisfied with how the school meets their children's needs.
- TELL Kentucky survey data indicates that 64% of the teachers use less than one hour per week for collaborative planning time. This data suggest that teachers are not engaged in collaborative planning to discuss student learning and the school leadership does not hold teachers accountable to do so.
- TELL Kentucky survey data indicates that 47% of the teachers responded that they spend an hour or less than an hour during the school day on utilizing results of assessments.

Stakeholder interviews, document and artifact review:

- Staff interviews indicated that formal protocols and processes do not exist for Professional Learning Communities (PLCs) to discuss student learning and/or to analyze student achievement data. A process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.
- Staff interviews indicated communication is inconsistent across the school regarding shared values and beliefs about teaching and learning, particularly between the Success Academy and the Character Academy.

- The review of documents and artifacts revealed that the Success and Character Academies provide little support to meet the unique learning needs of students.
- The review of documents and artifacts revealed that there was no evidence that the elective courses were based on student needs and requests.

Other pertinent information:

- The school rated itself a 1 for these indicators on the Self-Assessment, which aligns with the team's findings.

Indicator	Improvement Priority
5.3/5.4	Develop and implement a rigorous, individualized program of professional learning to systematically train and assess staff members in the evaluation, interpretation and use of data. Ensure staff members continuously use data to design, implement, and evaluate student learning and plan for their success at the next level.
Rationale	

Student Performance Data:

- The percentage of students scoring at Proficient and Distinguished levels on the math portion of the K-PREP decreased from 19.2% in 2012 to 10.8% in 2013.
- The percentage of student scoring at Proficient and Distinguished levels on the science portion of the K-PREP decreased from 26.2% in 2012 to 19.0% in 2013.
- The percentage of students scoring at Proficient and Distinguished levels on the social studies portion of the K-PREP decreased from 40.7% in 2012 to 24.4% in 2013.
- The percentage of students meeting benchmarks on the English portion of the EXPLORE assessment decreased from 37% in 2012 to 32.8% in 2013.
- The percentage of students meeting benchmarks on the math portion of the EXPLORE assessment decreased from 14.1% in 2012 to 9.1% in 2013.

- The percentage of students meeting benchmarks on the reading portion of the EXPLORE assessment decreased from 22.3% in 2012 to 13.8% in 2013.
- The overall school accountability score decreased from 35.5 in 2012 to 32.3 in 2013.

Stakeholder Survey Data:

- Staff survey results indicate that 74% agree or strongly agree with the item, “In our school, school leaders monitor data related to student achievement,” suggesting that a significant percentage of the staff are satisfied with the school leadership’s monitoring of student learning.
- Staff survey results indicate that 60% agree or strongly agree with the item, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” suggesting that the professional learning offerings for understanding how to use data were not effective for a large percentage of the staff.
- Parent survey results indicate that 72% agree or strongly agree with the item, “My child has administrators and teachers that monitor and inform me of his/her learning progress,” suggesting that that a significant percentage of parents are satisfied with the information they receive from the school about their child’s progress.
- Student survey results indicate that 60% agree or strongly agree with the item, “My school shares information about school success with my family and community members,” suggesting that the majority of the students believe that the school is informing their parents about the school’s progress.
- TELL Kentucky survey data indicates that 51% of the teachers spend one hour or less per week on utilizing results of assessments.” Forty percent of the staff responded as neutral, disagreed, or strongly disagrees with the statement, which indicates that there is inconsistency with implementation of or a misunderstanding of the process.
- TELL Kentucky survey results indicate that 20% of the teachers disagree or strongly disagree that teachers use assessment data to inform their instruction.

Stakeholder interviews, document and artifact review:

- Staff interviews indicate that formal protocols and processes do not exist for Professional Learning Communities (PLCs) to discuss student learning and/or to analyze student achievement data.
- Staff interviews indicate that a process does not exist to use data from multiple assessments to adjust the curriculum horizontally or vertically.
- Administrator interviews indicate that one Data Day has been offered for staff this school year, although multiple dates have been scheduled.
- The review of documents and artifacts reveal that school personnel collect and analyze some student data, but there is little evidence to show that the school is systematically and consistently using the data to design, implement, and evaluate continuous improvement plans to improve instruction, effectiveness of programs, and

organizational conditions.

- The review of documents and artifacts revealed that there was no evidence that elective courses were based on student needs and requests.
- The review of documents and artifacts revealed that the school scheduled several Data Days for the 2013-2014 school year, but there was evidence of only one Data Day as of January.
- The review of documents and artifacts revealed limited evidence of a formal process to provide a framework for the discussion of student learning and the analysis of student performance data that includes a focus on high-yield instructional strategies and differentiation for students.
- The review of documents and artifacts revealed that limited evidence exists to support consistent monitoring of the work of PLCs by administration.

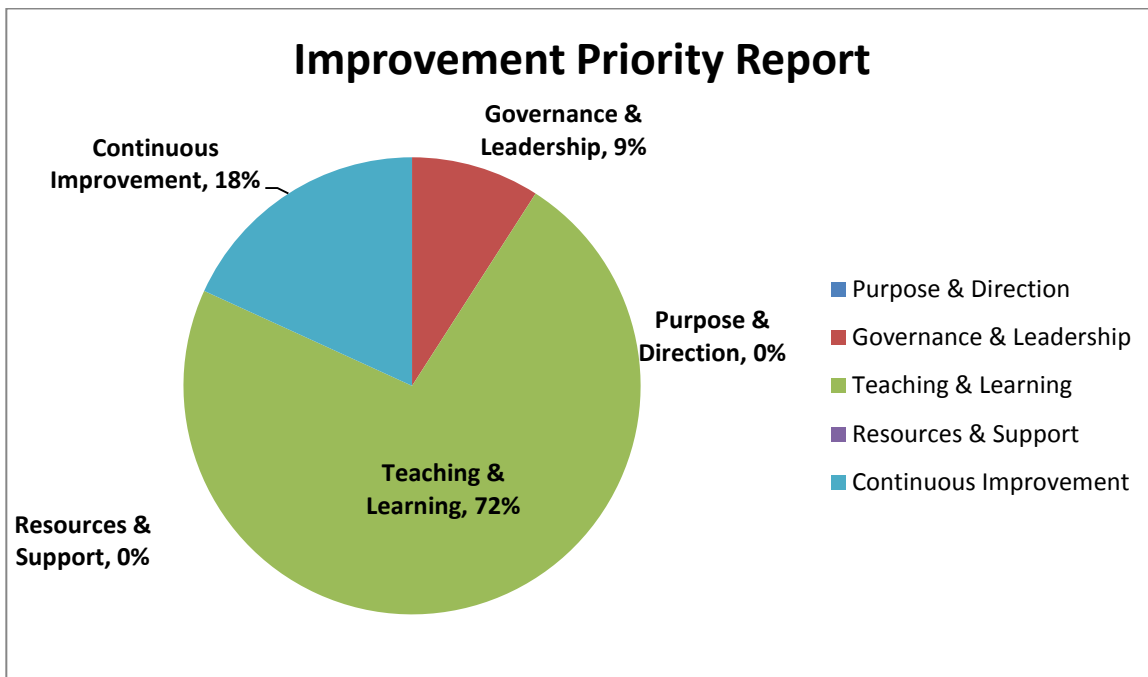
Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	2	2
1.3	2	2
2.1	1	1
2.2	1	2
2.3	2	2
2.4	2	2
2.5	2	2

2.6	2	2
3.1	1	1
3.2	1	1
3.3	2	1
3.4	1	1
3.5	1	2
3.6	1	1
3.7	2	2
3.8	2	2
3.9	1	1
3.10	1	2
3.11	2	1
3.12	1	1
4.1	1	2
4.2	2	2
4.3	2	2
4.4	2	2
4.5	1	2
4.6	1	2
4.7	1	2
5.1	1	2
5.2	1	1
5.3	1	1
5.4	1	1
5.5	1	2

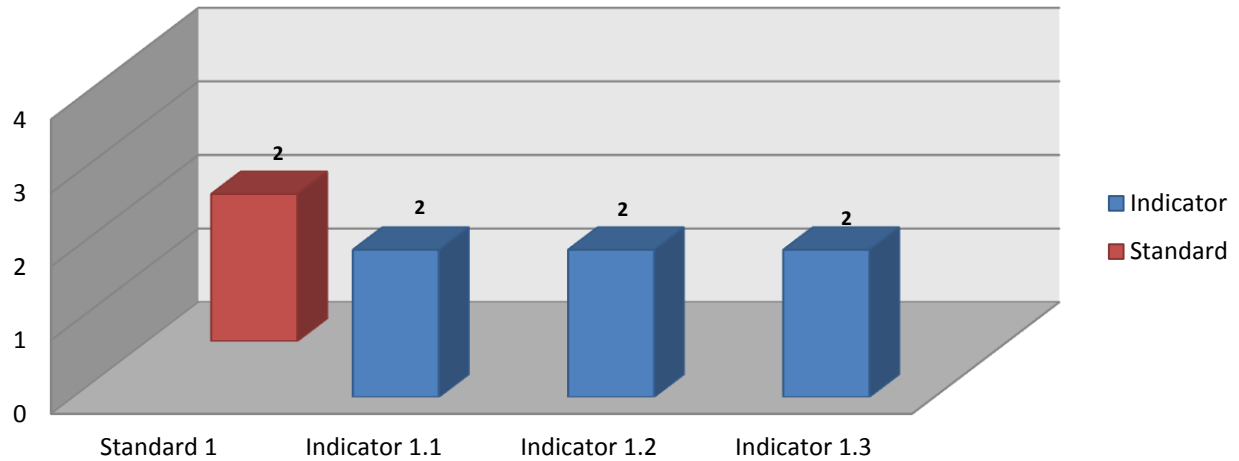
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

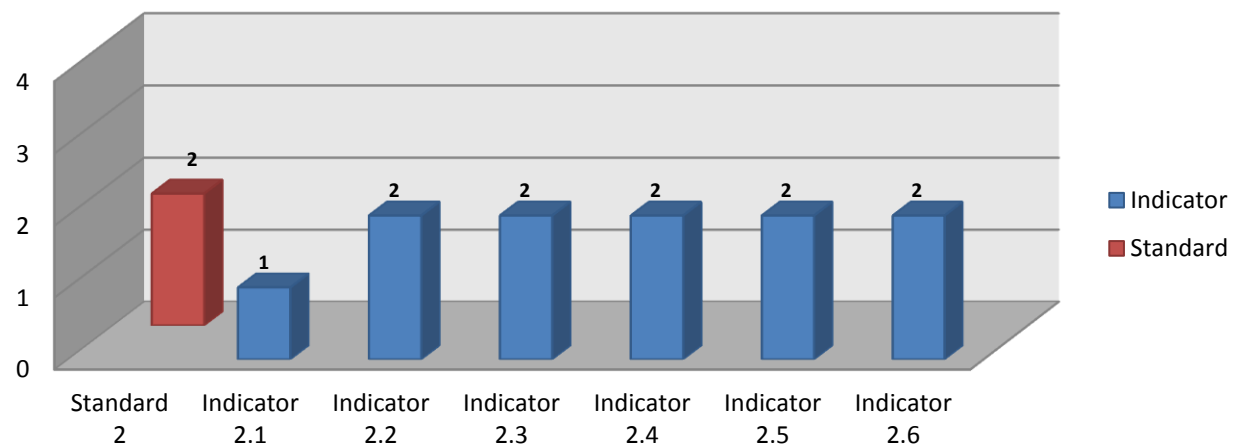


Average ratings for each
Standard and its Indicators

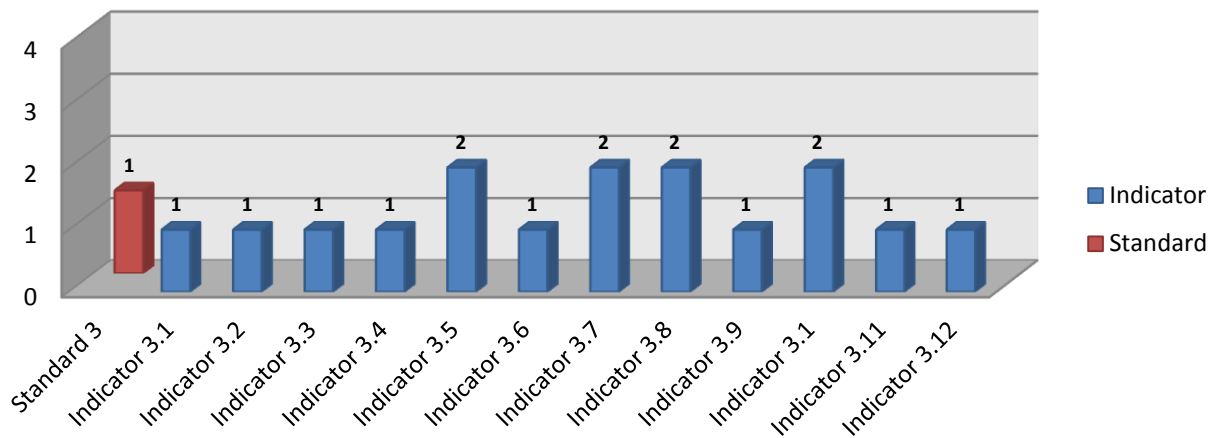
Standard 1: Purpose and Direction



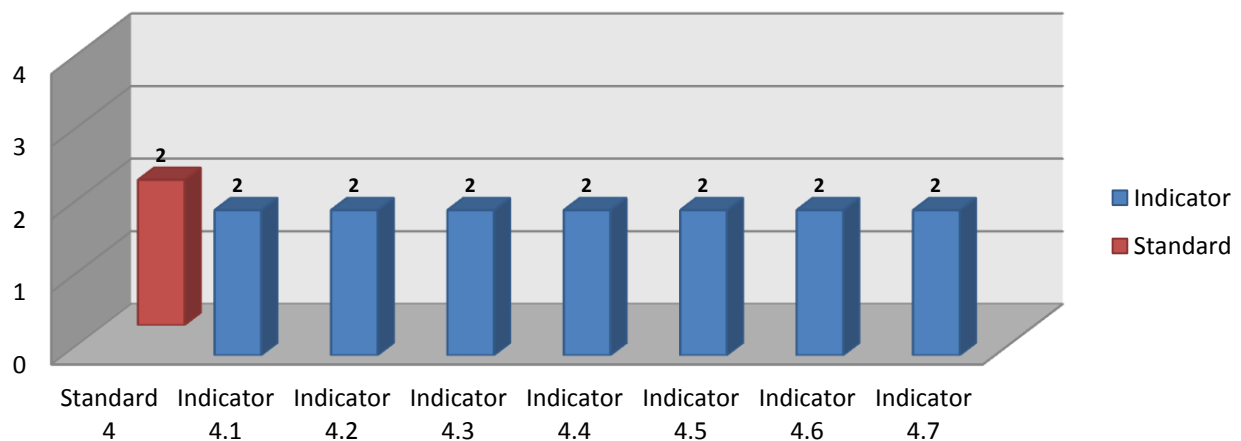
Standard 2: Governance and Leadership

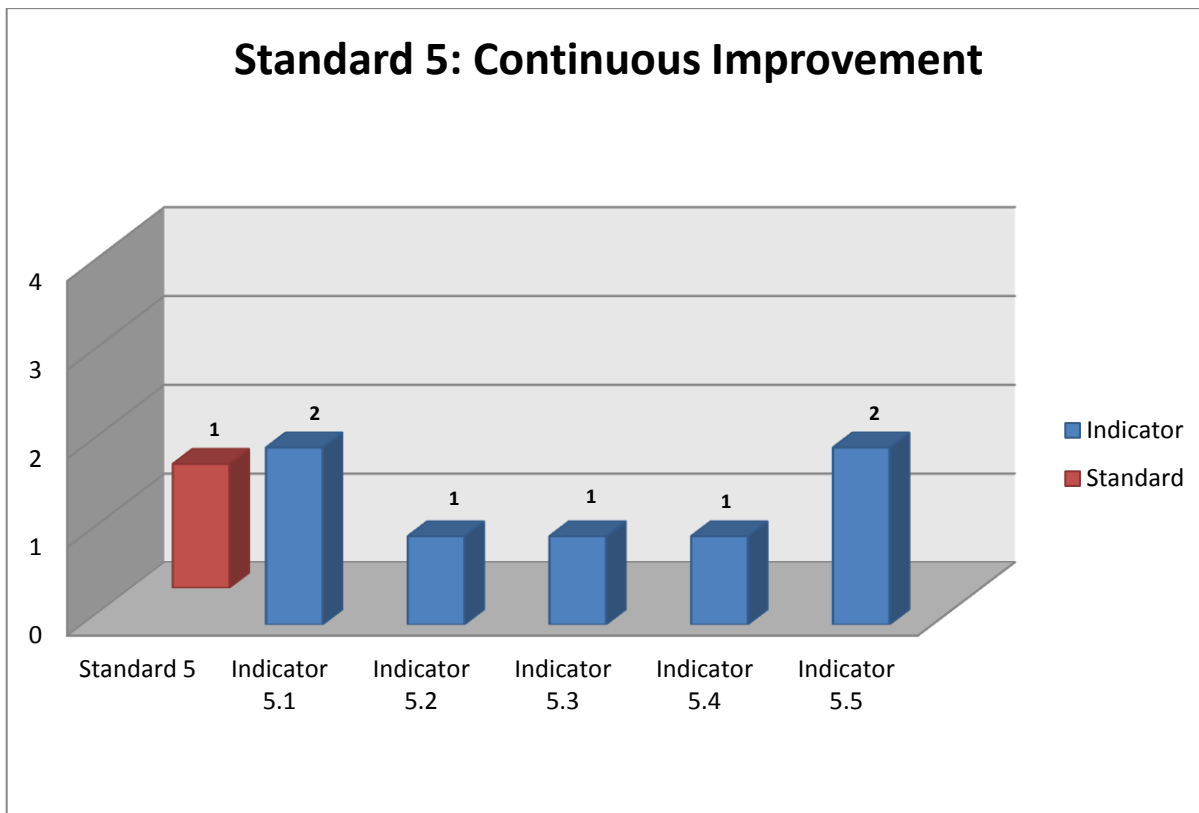


Standard 3: Teaching and Learning



Standard 4: Resources and Support





Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Myers Middle School.

Deficiency 1: The principal has not fostered a culture of respect among students and staff.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- AdvancED Surveys
- CSIP
- Interviews
- PD on behavior
- Course syllabi (look for student expectations, ELEOT)
- Developed Cadet Academy
- PASS
- Culture audits
- PBIS
- Behavior Leadership Team meeting agendas

Team comments:

According to staff interviews, a number of respondents state that there is no systematic/formalized

process that determines the number of behavior infractions for an external suspension (PASS). In addition, interviews and documents indicate that students receive inconsistent consequences in regard to the number of days they spend in PASS.

The staff indicates there is a lack of consistency as to the implementation of PBIS. As indicated by school surveys and staff interviews, teachers and administrators are unsure of the school-wide discipline process. School discipline records indicate a wide variance or inconsistency of the intervention mandated to students with the same or similar infractions. Student surveys reveal that 45.92% of students strongly agree/agree that all students are treated with respect with 54.07% responding as neutral, disagreeing, or strongly disagreeing. To the statement "In my school, all rules are applied equally to all students," 60.72% of students strongly agree/agree with 39.28% responding as neutral, disagreeing, and strongly disagreeing. Students responded to "In my school, students treat adults with respect" with 32.38% strongly agree/agree and 67.16% neutral, disagree, and strongly disagree.

There was little or no involvement of stakeholders in the review and revision of the school's purpose and/or school improvement plan. There is documented evidence based on staff interviews and artifacts that the school Leadership Team has discussions regarding school improvement planning. However, the evidence also suggests that gaps still exist in communication between the administration and faculty regarding the deployment and monitoring of the planning efforts.

Deficiency 2: The principal has not clearly communicated a consistent school wide focus on high academic expectations to staff, parents, and students.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Staff and student handbook
- Staff Survey, Parent and Student Surveys
- Course syllabi

- CSIP
- ELEOT Environment B
- Staff interviews ILT team
- Revised school purpose
- PD on learning targets
- Academy creation and implementation
- PLC documentation

Team comments:

According to staff and students, there are no consistent or specific expectations to guide gains in student achievement. There is a predominant lack of feedback and coaching to inform instruction following learning walks, lesson plans, and assessment results. There is a focus on improving the teacher-pupil ratio, but very limited emphasis on how the staff will positively impact student achievement or improve overall instruction.

There is no evidence of a formal Communication Plan to assist with structuring a systematic process to deploy expectations to stakeholders that prompts two-way communication. According to interviewees, communication is sporadic and inconsistent. However, there is evidence that informational communication is occurring through a variety of venues such as “Baldwin’s Bulletins,” school announcements, emails to stakeholders, parent letters, the school website, Twitter, etc.

Deficiency 3: The principal has not ensured that teachers use rigorous, authentic standards-based instructional strategies to meet the unique needs of all students.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- ELEOT documentation
- Lesson plans
- How teachers use formative data to change instruction; evidence of differentiation
- School Report Card
- Stakeholder Surveys
- Interviews
- PD agendas on differentiation, Rtl

Team comments:

Disaggregated ELEOT data illustrates that there is presently a learning culture void of rigorous instruction. Staff interviews indicate that the Academy Model does not meet the unique needs of the student population. Accountability regression is evidenced from a review of the Kentucky School Report Card (2012, 2013).

During staff interviews, few staff members could articulate any school academic goals or any facets of a systematic approach for improving student performance at the school.

Myers Middle School Professional Learning Communities are at an initial implementation stage. However, there is no set protocol to focus the conversations or work sessions on curriculum development or to provide the structure of a continuous improvement cycle.

Administrators mentioned that the faculty was introduced to PGES. Only preliminary discussions were held regarding the pieces of the roll out to explain how specific standards are evidenced in relation to increasing student achievement and in the teacher evaluation process. A focus on the Danielson Framework as it provides for student differentiation was not apparent.

According to artifact review and stakeholder interviews, a transparent and collaborative process for determining appropriate professional development needs has not been established. The principal has not developed a measureable professional development plan that is based on assessment needs of the school or one that fosters the needs of individual teachers, such as training on effective instructional practices.

Deficiency 4: The principal has not effectively established a school organizational structure to maximize student achievement.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Allocation of resources
- Staffing decisions based on data results/student needs
- How are budget/staffing/scheduling decisions made/who is involved
- Interviews
- Stakeholder Surveys
- ELEOT documentation
- Lack of school based council

The principal has requested and received additional staff to work with the school's discipline needs (assistant principal, counselor). The grade levels have been reconfigured to address the academic and behavioral needs/challenges of students (Academy Model). However, student achievement data has not increased with the implementation of this model. Staff and student interviews indicate that few stakeholders understand how students can transition between the academies. Evidence does not indicate that the offerings in the elective courses are based on student need and/or request. Based on observation and interview information, the role of the instructors assigned to assist particular teachers is inconsistent across the school.

Artifact review and stakeholder interviews indicate that there is not a consistent and formal process to induct and mentor teachers. It is noted, however, that appropriate support is given for teachers participating in the Kentucky Teacher Internship Program. The lack of specific mentoring at the school

level does not allow new teachers to become fully immersed in the school vision and purpose.

The lack of a systematic approach to building capacity within teacher leaders and aspiring leaders restricts the ability of the Leadership Team to maximize their use of time as instructional leaders. Based on stakeholder interviews and job descriptions, an excessive amount of time and manpower is focused on student discipline.

Deficiency 5: The principal has not ensured the school council is fully functioning as the governing body of the school.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Interviews
- Documentation of minutes
- Agendas
- Policies
- Data used to make decisions
- Documentation of principal communications to council
- Stakeholder Surveys

Team comments:

While the Advisory Council has been meeting regularly as documented by agendas and minutes, collaborative decision making is not clearly a focus and is not feeding a continuous cycle of improvement. Meeting minutes indicate that these sessions are more focused on administrators sharing updates on the work and one-way communications. Agendas do not signify that member deltas or barriers are addressed at each meeting to feed the continuous improvement cycle.

The policies currently guiding the Advisory Council are school council policies dated as written or revised primarily in 2009. The members of the Advisory Council have all been trained in the school council model, but interviews and documentation indicate only two meetings were held in the first semester of this school year.

Deficiency 6: The principal has not established processes to monitor school programs for effective implementation and desired impact on student achievement.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- CSIP
- Faculty meeting agendas
- Stakeholder surveys
- Interviews
- 30/60/90 day plans
- Quarterly Reports

Team comments:

The school has initiated a system of collecting and analyzing interim- and state-level student performance data through the Quarterly Reporting process with the Leadership Team. Interviews and documentation indicate that one Data Day was held to ensure relevant discussions regarding pertinent data.

However, this system of data analysis does not include meaningful efforts to develop and utilize rigorous and effective classroom-level assessment data. There has been an initial effort to translate content standards into student-friendly learning targets that guide daily classroom instruction. There is a walkthrough instrument that assesses the quality of the target. As evidenced by walkthroughs, few classrooms utilize common formative assessments to measure student progress toward learning targets or to inform immediate adjustments in instructional practice. Observations, artifact reviews, and stakeholder interviews suggest that students receive feedback on their progress primarily in the form of grades, and that students are assessed on participation, effort, and other variables aside from mastery

of actual learning targets.

The school should expand its efforts at gathering and analyzing student performance data to include meaningful and well-crafted classroom-level assessments that can inform instructional adjustments. Grading policies should reflect a more consistent measure of student progress toward specific content standards.

Diagnostic Review Team Schedule

Myers Middle School Diagnostic Review Team Schedule

School Diagnostic Review Schedule January 26-29, 2014

Sunday, January 26, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team

			Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

Monday, January 27, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.	Conference room/private work area	

	<p>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
9:00– 9:15 a.m.	Break		Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview		Selected Diagnostic Review Team Members
9:15-11:45 a.m.	ELEOT observations		Selected Diagnostic Review Team Members
10:30– 11:15 a.m.	School Administrators interview (individually)		Selected Diagnostic Review Team Members
11:15-11:45 a.m.	Student interviews (randomly selected; no more than 8)		Selected Diagnostic Review Team Members
11:45 a.m.-12:45 p.m.	Lunch, Team Debriefing and Artifact Review		All Diagnostic Review Team Members

12:45– 3:15 p.m.	School and ELEOT observations continue		Selected Diagnostic Review Team Members
12:45-3:15 p.m.	Teacher interviews (individually by DR Team Members; cross-section of teachers)		Selected Diagnostic Review Team Members
1:30-2:15 p.m.	School Council interviews		Selected Diagnostic Review Team Members
2:30-3:15 p.m.	Parent interviews (no more than 5)		Selected Diagnostic Review Team Members
3:15-4:00 p.m.	Team review of artifacts and documentation		All Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		All Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	All Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine indicator ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Hotel conference room	All Diagnostic Review Team Members

Tuesday, January 28, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	School and ELEOT observations		Diagnostic Review Team members

8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1 (Individual teacher interviews)		Selected Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		All Diagnostic Review Team Members
12:30 -4:00 p.m.	School and ELEOT observations Artifacts review Complete interviews as necessary		All Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner		All Diagnostic Review Team Members
6:30 – 9:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings and begin drafting written report Powerful Practices and Opportunities for Improvement at the standard level Improvement Priorities – (assess team members writing assignments to ensure equitable distribution) Tabulate ELEOT Learning Environment ratings <p>Team member discussion points:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the 	Hotel Conference Room	All Diagnostic Review Team Members

	<p>standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any standards/indicators that are falling below expectations and possible causes as well as those exceeding expectations and why.</p> <ul style="list-style-type: none">• Themes that emerged from the Learning Environment evaluation (ELEOT) including a description of practices and programs that the institution indicated should be in evidence as compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)• (Optional) Identification of Promising Practices which can be linked to a specific indicator. These		
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	can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district.		
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Wednesday, January 29, 2014

Time	Event	Where	Who
7:30 a.m.	Breakfast and Check out of hotel and departure for school	Hotel	All Diagnostic Review Team Members
8:00-8:30	Artifact Review		All Diagnostic Review Team Members
8:30 – 11:30 a.m.	ELEOT observations		All Diagnostic Review Team Members
11:30 – 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 		All Diagnostic Review Team Members

11:30 a.m.-12:15 p.m.	Working Lunch		All Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		All Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the onsite review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p>		All Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Myers Middle School

Jefferson County Public Schools

1/26/2014 – 1/29/2014

The members of the Myers Middle School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of Myers Middle School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Myers Middle School.

Principal, Myers Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____